C. G. Hixson

56th Annual Proceedings

THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

1953

NEW YORK CITY

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PRESIDENT'S ADDRESS

F. J. Holter

West Virginia University

On behalf of the Association it is my privilege to welcome you to the Fifty Sixth Annual Meeting of the College Physical Education Association. We hope that the program will stimulate your thinking and that you will profit by your participation in the meetings.

It is our wish that you avail yourself of the opportunity to renew friendships and make new acquaintances. Historically, this Association has been small in terms of membership. This has given us the opportunity to come to know each other reasonably well and to exchange thinking and ideas on a somewhat personal basis.

May I encourage you to make new acquaintances and friendships. To seek out new members and make them feel at home. We realize that much of the value in our meetings, in addition to the formal program, is the chance to meet in small groups in corridors or around the luncheon table.

My remarks as president will be brief.

It is pleasing to report that during the year the work of the association has gone along on an even keel. This has been accomplished largely through the work of the Executive Council and the various standing and President's committees.

Your President has had excellent cooperation and guidance from the Executive Council in decisions on all items of business. The membership responded promptly and willingly whenever it was called upon in the interest of furthering the work of our association. This spontaneity of cooperation is reassuring of the enthusiasm and confidence of the membership for the effectiveness and future of the association.

The work on academic credit for military service has gone forward through the efforts of the Joint Committee on Physical Education and Athletics. The question of academic credit for military service is not a dead issue. I direct your attention to the report of that committee when it is presented during the business session this afternoon. This committee has been working diligently with the American Council on Education and the prospects for getting that group to review its previous position on the question are much brighter. Incidentally, this association took an active part in the meeting on higher education in Chicago sponsored by the American Council on Education. Also, during the year our representation to the council has been increased by three more members.

There has been some agitation for closer cooperation with the College Womens Association. During the past year an attempt was made to explore such possibilities but, unfortunately, the progress which has been made must be considered questionable at this time.

There was a proposal for this association to participate in a study with the Womens Association. Unfortunately, the study was developed to such an extent prior to the proposal that in reality it would not have been a joint study. Too, no existing machinery was available to share in that study and because

of the indefiniteness of the study no machinery has been established to consummate the suggestion. It seemed as if our primary contribution would have been one of helping collect data.

Because of the close relationships which exist between the men's and women's departments in many of the institutions from which our members come, consideration of common problems may be mutually profitable. It has been suggested that the two associations work together in helping develop the program for the college section of the American Association for Health, Physical Education and Recreation.

During the year the Committee on Intramural Athletics has prepared and published the Official College Touch Football Rules Handbook for intramural programs and service classes. This was a large undertaking and the group which did the work is to be complimented.

It is not necessary to remind you that this is an Association publication and that each of you will want to have a personal copy. May we also encourage you to promote the publication and use it in your service and intramural programs. The publication is available through the Athletic Institute at the nominal price of fifty cents a copy.

For some years our constitution has called for each standing committee to have an operating code covering the purpose of the committee, length of service for members and the conduct of the committee work. One of the primary purposes of these codes is to provide some systematic turn-over among the personnel on the committee and thus create opportunity for wider participation among the membership in the work of the association; and still maintain continuity on the committee.

A start was made in having each of the various committees develop such an operating code during the administration of Tom McDonough. It is gratifying to report that during the past year this work has been completed and each standing committee now has such a code. However, each of these codes must be reviewed by the Executive Council, overlaps and duplications clarified before the codes can be official. This is a minor detail.

You probably have noted in the Proceedings for the last year that the committee lineups included the dates when appointments to the committees expire. Any member interested in the work of a specific committee should assume responsibility to make that interest known so that his name can be considered when new appointments are to be made.

I shall make no effort to predict what the future holds. There are one or two items which seem obvious at this time.

Much, if not most, of the direction which the program of the Association will take depends upon the work of the various standing and President's committees. Actually, the program of this association lies in this work. As you will hear in the business meeting this afternoon, several of these committees are planning long-term projects as they relate to a particular area of interest.

As these reports are made, the various chairmen solicit the benefit of your thinking and that is your opportunity to share in guiding the efforts of our association.

At the moment the work of the Joint Committee on Physical Education and Athletics is primarily in focus because it is dealing with the problem of academic credit and because of its concern with athletic problems.

There is much more at stake in the academic credit problem than mere semester hours. Some of the basic tenets in our philosophy of required physical education are in jeopardy.

While there is much good in the present athletic structure, there also is some which must be questioned. We must be aggressive in dealing with this matter since it inherently allied with and impinges on our physical education programs. As these athletic problems come to our attention we must keep a broad perspective on the total programs in our institutions. However, we must also guard against interfering in internal institutional affairs and being used as sounding boards diverting attention from basic issues.

There remains the matter of clearing overlaps or perhaps even duplications in the work of the various standing committees in terms of their purposes. That will be cleared up through standardization of the various codes when reviewed by the Executive Council and next year at this time we can reasonably expect committee purposes may be clearer. These codes are very important since they provide the machinery to keep bringing more members into the work of the Association.

The suggestion that the Men's and Women's Associations share in planning the program for the college section of the American Association for Health, Physical Education and Recreation may have some merit. At least it justifies an effort in that direction to determine what may be developed to the mutual advantage of both associations. The paramount fact to keep in mind in whatever cooperative efforts we enter into is that this Association must at all times maintain its identity.

THE IMPORTANCE OF THE SKILL-LEARNING YEARS

Jay B. Nash

New York University

In the wild rush toward "memory" education, high school graduation and college entrance requirements, the value of neuro-muscular skills is being lost. It must be recognized that there are many types of skills. Reading, writing, arithmetic and spelling are skills. Thinking is a skill and certainly the development of the ability to live and work with one's fellows represents a skill. In this sense, skill broadly interpreted might be used synonymously with education. However, this discussion is more specifically concerned with neuro-muscular skills and even more specifically hand skills.

Our present school program is oftentimes an intensification of the fourteen century scholasticism which emphasized "memory knowing." Little did men realize in the early centuries and little do they realize now that much of what is called knowing follows a process of doing. Ability to think in any particular area is definitely conditioned by the activities in which an individual engages. This has given force to the statement that we are largely an outcome of where we have been and what we have done. The very process of trial and error activity lays the basis for judging. Later experiences are expressed by words and these word symbols become meaningful only as they call up or stir meanings established by experience. This concept must have been the basis of Kahlil Gibran's statement: "No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge."

Throughout the years the skill trained man has been referred to as inferior and the tragedy is that he has accepted this status. John Dewey, in one of his seldom read books, "The Quest for Certainty" has examined this premise. He indicates that the philosopher has been raised on a pedestal because, "he deals with certainty." Dewey quickly adds, however, that the philosopher's certainty is never checked so no one can dispute him. On the other hand, the artisan has accepted the status of uncertainty. He deals with trial and error. He never is sure he has properly judged the force of elements--the wind, the rain, and the resistance of material. But, concludes Dewey, "the only certainty in the world is the uncertainty of the artisan." Based upon trial and error experience the artisan perfects his technique, cuts down the element of error and risk, thus making a realistic approach to perfection. However, this approach should be recognized as a result of improved silll technique based upon a repetition of practices. This really educated man has accepted his inferior status because philosophers have referred to him as "knowing a little Latin and no Greek."

The value of skill practices has been placed on a lower level as John Hodgdon Bradley has indicated because it has been associated with the body. In the "mind-body" concept of man, body has always been looked down upon. Again, as in the case of the artisan, the body had its weaknesses. It had appetites, frailties, and indulged in excesses. The body got angry, was selfish and jealous, so the thinking went. Therefore, it was inferior. With the body

being thought of as inferior, skills have been thought of as inferior. On the other hand, "mind," idealized by the philosophers, was on a higher plane.

It is humiliating to the holder of a Ph.D. to drive his car into a repair station and have a boy who flunked French and English composition in high school fix his car with relatively little effort. Is it not sometimes humiliating to all of us to see a skilled plumber, carpenter or electrician complete in a very simple series of operations what to most of us seems to be an unsolvable problem? Why is the mastery of these mechanical skills considered inferior education?

It may not come in our day but the world will ultimately come again to the understanding that skill training of the hand is as important and on as high a level as the so-called training of the "mind." We will even come to the realization that these two types of training go hand in hand. Why should it be considered as unthinkable that an artisan should be interested in philosophy and history? On the other hand, should college men consider it degrading to handle tools and in skillful operations make useful and beautiful things? I would like to point out that the highest form of culture and refinement known to mankind throughout the history of civilization has been associated with tools and hand skills.

Let us look at some of the bleak facts about our national picture. The United States Department of Labor estimates that there are approximately sixty-three million jobs to be filled. Incidentally, nineteen million of these are for women. If one would take from this total employed group all of the members of the professions, doctors, dentists, lawyers, engineers, professors, teachers and nurses, he could account for less than seven per cent, say roughly five million. What are these other fifty-eight million employed people going to do? How will they make their living, where will they live, how will they spend their leisure time, what will bring them happiness, how will they live with their children? Many of the so-called fundamentals that are thought of in terms of college entrance requirements will not be a great deal of help. Another approximately sixty million people will be making homes for these workers, helping to guide the education of the children and carrying on the cultural and religious traditions of our civilization. These workers of tomorrow, as well as the mothers of our next generation, are now in school. Row upon row they sit gazing at blackboards, listening to instructors elaborating upon the depression of 1930 and struggling to memorize page 74 to 82 in preparation for next week's examination. These discussions may be good but they are not enough.

No education is possible where the teacher is active and the children inactive. No teacher can cram an education into empty heads while the children have idle hands. The child must be a doer. He must be cutting down the error in a long series of trial and error experiences.

Comenius centuries ago remarked that "as a child works with material, he not only makes things, but he makes himself." John Erskine under the title "Muscling in on the Mind" and also Bradley says that our brain, our civilization has been made possible because men have been kicked into activity by a hostile environment. He had to act. Those who acted wisely and lived gained additional ability to act more wisely and this interest in skill ability was passed down even to the tenth generation.

Did Rodin through his sculptors fingers feel out this secret of man's progress when he molded "The Hand of God"? This concept of reach, in a sense,

"reach with the hand," is perhaps one of the most significant concepts in the whole history of man. The reach upward of man's forelimbs, the freeing of the hand, the division of the fingers help to increase man's reach, strengthen his grasp and lay the basis for the perfection of skills. The brain connections necessary for these skills of the hand lifted through inarticulate experience the mind of man.

It is important to note that the skill experience came first and so-called "superior mind," later. Is there any reason to believe the situation is any different now in the growth and development of our children than it was in the long period of growth and development of the human race?

All of this discussion throws some light on the real meaning of the so-called intelligence quotient. The skillful craftsman who can think through his fingertips is often not given a high rating. The men and women in physical education have suffered as have others in the areas of arts, crafts, music and drama because at times their vocabulary was in another area. The I. Q. is being recognized as a test of vocabulary not as a gauge of competency or ability. The armed forces exemption examinations placed the skill workers low on the scale largely because they lacked the vocabulary of those who had been skilled in the so-called "college entrance fundamentals," in which they had been drilled in high school and college. Eventually we will recognize "types of intelligence" and when this is done the skilled artisan will stand side by side with the master of philosophy, literature, mathematics and French irregular verbs.

Skill learning has particular significance for youth. It is even possible to spot a skill-learning decade and at a much younger age than most parents and educators have assumed. It might even be as young as the ages two to twelve. This writer has investigated over a period of twenty years the recreational interests of one thousand adults. Of particular interest was the period at which these people had come in contact with the activity which later became a rather dominant recreational interest in their lives. Briefly the results are as follows: over 70 per cent of the people had come in contact with the skill activity before the age of twelve, over 60 per cent before the age of ten and 40 per cent before the age of six. Less than 5 per cent had acquired a new activity skill interest after the age of twenty-one. This by no means intimates that skills cannot be learned during the later years of an individual's life; it merely indicates that they are not learned and the reason--older people will not practice.

Only a casual glance at experts in various fields will show the vast number who laid the foundation of skill interests very early. On this list are dancers, figure skaters, musicians, actors, artists and athletes. Of recent note are Andrea Mead Lawrence who won the giant slalom at the last Winter Olympics who started to ski at the age of six, Maria Tallchief who was dancing at the age of three and Sonia Henjie who was skating at an early period. So it goes with swimmers, baseball players, runners, mountain climbers, tennis and golf players.

Why are these skills so important? There are many reasons but probably one of the most important is that through achievement the child, and also the adult, acquires a sense of mastery, through mastery he acquires a sense of belonging, through belonging he acquires a group-consciousness. When an individual achieves in something the group feels important, he belongs. He is

a member, he is wanted. In this way many of the problems which have to do with delinquency become easier to solve. The individual is loyal when he feels a sense of belonging. Through establishing a sense of belonging the induction of members of minority groups into our social life becomes simple.

Through achievement Jackie Robinson acquired a sense of belonging not only for himself but for all his people. The handicapped child who achieves feels himself a part of the normal group and hence has an incentive to strive further to master. The so-called retarded child, and there are not nearly as many as people think, when he achieves through skill acquires an urge to further mastery and achieves a feeling of normality.

In achievement all people acquire a sense of happiness and in dealing with people we might even say happiness first and all else follows. One of the basic foundation principles of happiness is for all children to acquire a feeling of success. This feeling of success is even more important for the child who, because of race, religion or creed finds himself an outsider. If a scientist could give us a process of immunizing children against polio no one would inquire into his nationalistic background, his religion, his language, his color, his I. Q. or even his state of health; we would first embrace him and then possibly notice these other characteristics.

The children in our schools today who will be parents tomorrow need skills if they are to keep contact sympathetically with their own children. One characteristic of the delinquent boy is his passionate desire to belong. If he does not find that belonging urge satisfied at home, in the school or in the church, he may find it in the back alley with the gang. Delinquency is not going to be fought successfully in the upper teen-age periods, it is going to be counteracted in those periods when the small child goes to his mother or father and says, "Daddy, can I help?" or "Mother, can I help?" This is a teachable moment whereby contact between parent and child can be made and if things are done it can be maintained.

One inference which must be recognized is that our gigantic machinery for mass communication as a rule does not stimulate skill learning. No attack is being made on the radio, television or the motion pictures. The programs could be better but they are, on the whole, not bad. The point is the process is not good. It is not good because it encourages a taking-in process, a passive viewer or listener and to such a large extent excludes the doing process.

While sports and games and all of the associated activities are not the only valuable skills, for youth they constitute a very valuable type of experience. The young child, both the boys and the girls, find sports and games a very natural outlet along with the activities in the backyard, on the playfield and in the swimming pool.

Children are quite normally interested in all the various types of outdoor activities, camping, canoeing, sailing, and fishing. Many skills in the area of nature study as a science are acquired quite naturally through a camping experience. The birds, trees, wild flowers, the rocks and the stars become familiar companions. These experiences constitute living at the child's tender age but they also lay the foundation for lifelong recreational pursuits.

We can capitalize on the machine age; we can use it to make life fuller but we must not succumb to it. Richard Armour has placed his fingers

squarely on the danger of the machine age. Says he:

Science, it seems, is now well on the way,
To achieve its considerate aims for us:
First machines to provide us with leisure to play,
Then machines to play various games for us.
When machines do our work and machines do our play,
We'll rejoice, for we'll then be in clover.
We'll have nothing to do all the lifelong day--
Till machines that do nothing take over!

VOCATIONAL ASPECTS OF PHYSICAL EDUCATION

Chester L. Palmer

University of Washington

An individual's vocation has been likened to a watershed down which the rest of his life tends to flow. Making a life and making a living are inseparably interwoven. Educational and vocational guidance and assistance contribute to a union of making a life and a living. Individual and vocational differences necessitate efforts by individuals, teacher-preparing institutions, and society if useful, effective teachers are to man our schools.

In a period where there is a great need for the conservation of human resources and where education plays a vital part in such conservation, the effectiveness of education is dependent upon the caliber of the personnel involved. That which increases the welfare of teachers enhances the efficiency and usefulness of the educational system. Educational and vocational guidance can materially assist individuals in selecting and advancing in a career. Individual success is essential to a healthy society.

Vocational aspects of physical education involve individual, institutional and societal responsibilities. The individual must evaluate his abilities and interests. Some men, it has been stated, are born with aptitudes so unmistakeable that their careers are decided in advance, while others of highest ability find serious difficulty in deciphering their commission to the world. Oftentimes the proper fusion of talent and occupation occurs after a series of disgusts or uncomfortable experiments. Prospective teachers should ask themselves--What thoughtful action can I take to reduce the possibility of erroneously selecting and preparing for a vocation? Fortunately, the individual has access to assistance where vocational considerations are concerned.

Institutional responsibilities in this matter become manifest when attention is focused upon selection of, preparation for and placement in a vocation. Educational institutions preparing teachers of physical education must help the student in deciding for or against a career in teaching. Evaluations of aptitudes indicative of success in the field should be undertaken frequently and cooperatively by prospects and teachers at various stages of the curricular experiences. Where ignorance of interests, abilities and vocational requirements exists, tragedy often results. Not only is the profession damaged but, as a report of the National Commission on Teacher Education and Professional Standards, points out

> The real tragedy comes through the frustration of misled college graduates who discover, too late, that they have devoted four years to misguided preparation. The college can go on...disregarding its vital responsibility, but the graduate must live the rest of his life with the background the college has given him...He can not reclaim those four

> years of his life. He must continue to seek his place in an ever sharpening competitive world.[1]

Teacher preparing institutions are morally obliged to redirect students into fields other than teaching when curricular experiences indicate interests and competencies away from those essential to teaching. How would you answer these questions? How many students have you redirected in the past year? If none, is it correct to assume that all of your students exhibited promise of attaining the teaching competencies you consider desirable?

There is no paucity of statements about the type of individual or the type of preparation essential to success in physical education. Reports from conferences at Jacksons Mill and Pere Marquette have outlined suggestions helpful to preparing institutions on both undergraduate and graduate levels of education. Research is in progress dealing with the present vocational status of college physical educators and with accrediting agencies. These, and other efforts, provide attempts at fulfilling the obligation of the institution to the vocation seeker. The institution must prepare competent teachers.

Can you, either as administrator, teacher or supervisor, honestly state that your teacher education program directly involved problems and concerns of the student as an individual, as a citizen, as a prospective teacher and member of a professional group?

The prospective teacher has a right to expect placement assistance from the teacher-preparing institution which he attends. Placement services are increasing and many institutions charge no fees for such assistance. Evaluative statements from faculty members and placement directors often influence the prospective employer. Perhaps, even more important than the placement assistance rendered by faculty or placement personnel is the establishment of a strong bond between student, department and institution during the period of preparation. If the rapport has been mutually sincere, warm and beneficial, then the follow-up and in-service obligations of the department and institution are more easily fulfilled and greater benefits accrue to all concerned. Consider this question: What have you done in the past year that has enriched the rapport between your students, your department and your institution?

Another vocational aspect involving institutional and departmental responsibilities is the employer-employee relationships. Wise employers recognize the value of sound personnel policies. The institution and department characterized by harmony rather than discord will: (1) outline the duties and responsibilities of its personnel, (2) afford regular and adequate salaries, (3) provide proper working conditions--including equitable teaching loads, tenure regulations, retirement plans and provisions for leaves of absence, (4) impartially administer clear-cut policies governing promotions and advancements. Basic to harmonious employer-employee relationships are clearly defined policies and procedures vital to these aspects of employment. When feasible such policies should be in writing and available. The institution or department rooting such policies in caprice, rather than in deliberation entertains risks of disgruntled and therefore less effective teach-

[1]Report of the 1949 National Supply and Demand Study. Ray C. Maul. National Education Association of United States. Washington, D.C., 1949, p.31.

ing personnel. In your department do you have available information on personnel policies? Are they written?

It has been stated that education is close to the hearts and minds of the community. There are reasons to doubt the truth of such a viewpoint when community attitudes and actions toward teachers are examined. Restrictions on personal life, inadequate salary provisions, baseless accusations by laymen and lowered social status are but a few manifestations of the disturbing elements affecting teaching as a career.

There are many conflicting and paradoxical generalizations regarding teachers and teaching. It is wise to be aware of the existence of such viewpoints held by laymen. Anderson calls attention to such generalizations in contending that:

> ...Business groups sometimes say that teachers are radicals, and less politely, communistic; evidence seems to indicate that the majority of teachers are quite conservative as a social group...Teachers whisper that they are underpaid; the taxpayers shout that teachers are paid too much. Teachers feel insecure, while critics of the school contend that tenure laws have given security to the unfit. Teachers claim to be overworked; other occupational groups are envious of the extended vacations teachers are alleged to enjoy. Teachers are in turn called exploited and exploiting, dominated by the school administrator and dictating to the school administration, snobbish and dominating and in turn subservient or obsequious, stupid then pedantic and academic, regimenters of children and youth, and at the same time unable to discipline or control youth, traditionalist and again ultra progressive, a profession for females only, a profession in which only men 'get the breaks.' Wherein lies the truth?[2]

There is truth in the fact that among teachers it is possible to find the qualities looked for. Many in education are intelligent, socially acceptable, professional minded, secure in their positions. Others in education are ill-trained, mediocre in aptitude, are unstable and insecure in their positions. Often the community chooses to highlight the group which best suits their arguments at the moment. Nevertheless, society has obligations where vocational aspects of teaching are concerned. For as Anderson concludes:

> ...Teachers are just people; occasionally wealthy, more often poor; sometimes brilliant, frequently good average, occasionally dull; at times radical, frequently liberal, most often following the road of middle class conservatism, occasionally downright reactionary; they are moral, upright, conscientious, timid, introverted, patient...[3]

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[2]Anderson, G. Lester. "Popular and Professional Misconceptions Concerning the Teaching Profession." The Educational Forum. November, 1948. p. 51.

[3]Ibid., p. 62.

In general, society must attempt to comprehend what the objectives of education entail and what methods are being employed to attain these ends. If society is not willing to recognize and properly reward efforts taken in its own behalf, it is doubtful that it deserves protection from the disaster it courts. It is unreasonable to expect intelligent youngsters to enter teaching and serve society unless they can be somewhat assured that financial, social and spiritual reimbursements will be commensurate with the energy, expense and devotion expended.

Specifically, properly conceived and conducted programs of physical education have been accorded their rightful place in the community. Poorly conceived and conducted programs will continue to embarrass, harass and degrade the profession. While society is obliged to recognize and reward excellence, it is not obliged to condone the mediocre or inferior. Teacher-education groups should assist in informing communities of the aims and objectives of physical education. They should seek to select, prepare and place the most competent teachers available. Has this been planned for and accomplished at your institution?

Underlying, and basic to, individual institutional and societal involvement in the vocational aspects of physical education are (1) career opportunities and, (2) the employment outlook for the future. A sensitivity to these, and related, aspects is vital to the proper operation of teacher-education programs for they influence recruitment, selection, admission preparation and placement policies.

In recent years authorities have contended that the supply of male health and physical education teachers has exceeded the demand. Maul, in the Journal of the American Association for Health, Physical Education and Recreation for November, 1952, points out that the recent fear of over-supply may become one of shortage. Factors substantiating this contention include: (1) the decreasing number of college graduates, (2) military service, (3) competition from other areas of employment, (4) increased enrollments in elementary schools and (5) an anticipated 50 per cent increase in high school enrollments not later than 1964. All of these variables affect the supply and demand picture.

The situation on the three levels of education demands constant scrutiny to prevent distortion. The present shortage of elementary school teachers is expected to continue. Especially is this true in view of the 1947-52 annual birth rates which have totaled nearly 50 per cent more than the 1940 figure. Secondary school enrollments have decreased slightly since 1947, but increases are expected during the latter half of the 1950 decade. By 1964 the high school enrollment figure is expected to increase nearly 50 per cent over the present figure. United States Office of Education figures show the trend in public school enrollments on the secondary school level during the last four decades. The enrollments were as follows:

1920 - 2,199,389	1940 - 6,601,444
1930 - 4,399,422	1950 - 5,757,009

The enrollment for the present in public secondary schools approximates 6,200,000 and the estimate for 1960 is 7,237,000. Enrollments affect employment.

Most job openings on the high school level in the next four years will occur as a result of turnover--which is high among women instructors and considerable among men. The turnover rate for high school teachers is estimated at about 7 per cent and is on the increase. The number of teachers required each year as replacements exceeds the number needed for new positions. Withdrawal rates are higher among elementary school teachers than among secondary teachers. Based upon the 7 per cent turnover rate, the estimate of 60,000 positions in physical education, and allowing 1,000 new positions annually for increased enrollments, the need for high school physical educators has been calculated at approximately 5,000 per year. According to one source, during the past 3 years, teacher preparing institutions graduated a total of approximately 24,000 teachers of physical education. In 1951, nearly 15 per cent of over 77,000 graduates were physical educators. This shows one picture of the supply-demand situation. There is, however, no assurance that graduation alone has sufficiently qualified all to accomplish the professional tasks that should be done.

The immediate outlook for college and university teachers indicates that opportunities will be created mainly by retirements and withdrawals. The possibility of new positions being created is slight at present. This situation results from the decreases in college-age population; a sharp decline of World War II veterans enrolled at the college level; and, increased withdrawals for armed service duty. However, the picture for the long run is somewhat brighter. An increase in college level positions is expected subsequent to 1955 due to the trend toward larger proportions of young people to finish high school and enter college and due to the effects of the high 1940 decade birth rates.

Salaries are important aspects of any vocation. In health and physical education starting salaries ranged from about $2,300 to $3,300, for high school instructors without experience in 1948-1949, depending on individual qualifications, size of school, geographic location, and other factors. Directors, Assistant Directors, and Supervisors of health and physical education had median salaries of about $3,200 to $5,300, depending on size of city or town or district. In many school systems, athletic coaches receive additional amounts above their regular salaries because of extra duties. In many school systems, athletic coaches receive additional amounts above their regular salaries because of extra duties. In many sectors salaries have been increased from 5 to 8 per cent.

On the college level the annual salaries in 147 selected institutions in 1948-49 revealed that full professors averaged over $5,700; associate professors just under $4,600; assistant professors approximately $4,000 and instructors just below $3,000. Outside earnings, vacation periods and institutional contributions to retirement funds may represent an additional 30 or 35 per cent to these salaries.

These salary figures and employment outlook comments represent typical and essential vocational aspects of physical education. Do you feel that you have sufficient knowledge of, and sensitivity to, supply and demand factors? Upon the cooperation of students, teacher-preparing institutions and the community depends the effectiveness of physical education. Consideration of the many vocational and educational aspects of physical education is not enough. Thought must precede action. And action must bring results.

Answers to the questions raised in this presentation will not solve our problems if they come only from fatuous optimists. But if solutions are advocated which are tempered with prudence, based upon technical competence and motivated by high aspirations the effectiveness of physical education as a force of good will be increased.

TEACHER EDUCATION STANDARDS IN PHYSICAL EDUCATION

Reported by

Vernon S. Sprague

University of Oregon

ACKNOWLEDGMENTS

This report is the result of the excellent cooperative, conscientious, and industrious endeavor of the professional physical education people in the State of Oregon. The work of the members of the various committees of the Oregon Association for Health, Physical Education and Recreation is one of the finest examples of professional endeavor to improve their own profession ever observed in this area. Full credit must be given to the many individuals who participated in the multiple phases of this project. The names of these people appear under the appropriate committee memberships.

The original Committee on Standards and Accrediting through its two years of industrious study charted the way and gathered the materials which made it possible to complete the project in the Workshop. The members of this committee displayed unusual responsibility and devotion to the project. They spent many hours traveling long distances, working diligently, developing and reviewing materials.

The success of the Workshop sponsored by Oregon Association for Health, Physical Education, and Recreation and held at the University of Oregon campus is the result of a number of factors. One of these is the enthusiastic support given the Workshop by R. W. Leighton, Dean of the School of Health and Physical Education of the University of Oregon. It was through his efforts and leadership that financial support and facilities were provided, making the Workshop possible. Another factor was the inspirational leadership of Dr. Lloyd Jones, In charge, Professional Education and Research at Pennsylvania State College. At the invitation of the Oregon Association for Health, Physical Education, and Recreation he traveled from Pennsylvania to participate in the Workshop. Much credit must be given to Dr. Jones for his driving leadership in completing the project. Another important factor is the careful and conscientious planning of the Steering Committee for the Workshop. These people contributed freely with their time and effort, and the result was a good plan of operation and execution of that plan.

FOREWORD

This report developed from the desire of the members of the Oregon Association for Health, Physical Education, and Recreation to improve, from within their own organization, the quality of teacher education programs in Oregon. At the 1949 state convention in Bend, Oregon the membership of the association directed the President to appoint a committee to study the specific problem of "Standardized and Accredited Teacher Education Programs for Teachers of Physical Education."

A unique feature of this report lies in the fact that the committee, on its appointment, used as a starting point a study of the needs of the physical education teachers in the public schools. A second unique feature is the fact that public school people made up the larger part of the committee personnel with the result that the standards and criteria presented in this report portray the thinking of people on the job in the public schools and emphasizes the needs they feel in their own education. As a result of the study, areas of content were established in which it was felt teachers of physical education must be competent.

Over a period of two years detailed materials covering the content of the instructional areas were developed. Through these materials three types of teacher education curricula for the preparation of physical education teachers were proposed: (1) The physical education major curriculum, (2) The curriculum for the physical education minor (certification requirements), and (3) The curriculum for the general classroom elementary school teacher.

In the Workshop the content for the instructional areas of the different curricula was completed. Using these materials as a point of reference the Proposed Institutional Standards were developed.

It must be emphasized that the content of the instructional materials is organized by "Areas of Competency" and not as courses. Due to the fact that the institutions conducting teacher education programs have different organizational plans of operation, the committees felt that the manner in which the areas of competency were to be organized into courses should be levt to the discretion of the various institutions. These institutions will undoubtedly integrate certain phases of this teacher education program in other departments than the physical education department. The committee membership emphasized the point--"This is what the prospective teacher of physical education should know--how it is executed is dependent on the organizational pattern of the institution concerned."

At the association's state convention in November, 1951 this report was approved in principle and the standards committee was directed to edit it and publish it in this form. The report will be submitted to the association for final approval at the 1952 fall meeting.

The materials that follow are not considered as comprehensive in the sense that they cover all matters which should be considered in the preparation of teachers, nor are they considered final and complete. The Standards and Accrediting Committee is a constitutional continuing committee of the Oregon Association for Health, Physical Education and Recreation. At the present time this committee is functioning to re-evaluate, revise, and further develop these standards. In this manner it is expected that this report will be improved as its use and further study dictates.

PROPOSED INSTITUTIONAL STANDARDS IN THE PROFESSIONAL PREPARATION OF PHYSICAL EDUCATION TEACHERS

One of the striking characteristics of the tremendous development of higher education in the United States during recent decades has been the expansion of education for the various professions. Professional education differs from general or academic education in significant respects. It is more

specific as to content, employs more exact techniques and is more vitally concerned with the selection, effective development and proper placement of its workers. These facts have led to many attempts to improve the nature and quality of professional education, notably through the development of standards and criteria to be applied by associations of professional schools as in law and medicine and which may be used also by individual schools in self evaluation. There are now no generally accepted standards for institutions which prepare teachers of health and physical education although much work has been done by various individuals and groups in preparing the way for such standards.[1]

The materials for this section have been prepared in the belief that there is definite need of a concise statement of standards for each of the several major factors which affect the quality of the program for the preparation of teachers of health and physical education. More detailed description and exposition of the program content is given elsewhere. These factors are each given separate consideration in the statements below and each statement represents the considered opinion of the professional people working in the field concerning those matters which in their experience they have found most important.

The Oregon Association for Health, Physical Education and Recreation which has set up these standards recommends that these standards be used in various ways for the upgrading of professional preparation in health and physical education. First, it is recommended that this section be used by the Northwest Association of Secondary and Higher Schools as a basic outline of standards in the accreditation of institutions and departments within institutions which undertake the professional preparation of teachers of health and physical education. Second, it is recommended that these standards be considered basic by institutions of higher education for planning and reorganizing their professional offerings in this field and further that institutions will not enter into professional preparation without careful consideration of these standards. It is also recommended that schools employ as health and physical education teachers only those who have been prepared in institutions which meet these standards. It is further recommended that the state department of education use these standards in any process of authorization or recognition of institutions of higher education as institutions qualified to prepare teachers for the field of physical education in the public schools.

The standards presented below are not considered as comprehensive in the sense that they cover all matters which should be considered in the preparation of teachers, nor are they considered final and complete in the case of each standard. The following list of standards should therefore be

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[1]Reference to the following sources has been made in the preparation of these standards:

A. Jacksons Mill, The National Conference on Undergraduate Professional Preparation in Physical Education, Health Education and Recreation.

B. Pere Marquette, Graduate study in health, physical education, and recreation, National Conference Report.

C. T. Erwin Blesh, Evaluative Criteria, Doctoral Dissertation, Yale University.

considered as a brief statement of standards covering those matters which are considered of first importance.

GENERAL INSTITUTIONAL STANDARDS

Statement of Guiding Principles

> Institutions of higher education meet their obligations to society through programs of resident instruction, research and community service. In addition to professional and general education, institutions should provide services and facilities to meet other needs of its students. To gain support and confidence in meeting these obligations, colleges and universities must give evidence of stability and integrity.

Explanation of Column Heading

O - Item not present in this institution - does not apply
N - No opinion or no basis for judgment
1-2 - All or nearly all aspects unsatisfactory
3-4 - More aspects unsatisfactory than satisfactory
5-6 - More aspects satisfactory than unsatisfactory
7-8 - Most aspects satisfactory
9-10- Nearly all or all aspects satisfactory

A. General Institution Standards

	O	N	1	2	3	4	5	6	7	8	9	10
1. This institution is a member of an established regional accrediting association for institutions of higher education.												
2. The institution is approved by the office of the superintendent of public instruction for the preparation of health and physical education teachers for secondary or elementary schools or both.												
3. The institution offers, through regularly organized classes, a program of professional preparation in health and physical education which meets the minimum requirements of areas and scope set forth in section E of these standards.												

	O	N	1	2	3	4	5	6	7	8	9	10
4. The institution provides a student health service which includes medical and physical examination and such other services as the accrediting agencies designate as standard for accredited institutions.												
5. Recreational programs which include physical education activities sponsored by the institution.												

B. STUDENT PERSONNEL STANDARDS

Statement of Guiding Principles

The selection of students is an important phase of upgrading the profession of teaching Health and Physical Education. The development of the student as a professionally and socially competent person is the primary concern of professional preparation. Therefore, an organized program of selection, guidance, counselling and placement should be provided in the undergraduate years and should continue beyond graduation as an in-service effort at continued profrssional developme nt.

Explanation of Column Heading

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9-10- Nearly all or all aspects satisfactory

Student Personnel Standards

	O	N	1	2	3	4	5	6	7	8	9	10
1. Students meet the admission requirements of the Regional Accrediting Association for the area.												
2. Students have a health examination upon entrance into the professional health and physical education curriculum, the r esults of which show no impairment												

	O	N	1	2	3	4	5	6	7	8	9	10
likely to affect adversely the future success of the applicant as a teacher of health and physical education.												
3. The department provides a program of guidance and counselling to promote the educational and professional growth of the student.												
4. The individual counselling is based upon the results of tests covering abilities, aptitudes, interests, personalities and professional knowledges and skills.												
5. The department works cooperatively with the institutional and other placement agencies.												
6. The department keeps in contact with its graduates for their continued professional growth and advancement.												

C. Faculty Standards

Statement of Guiding Principles

A well qualified Health and Physical Education faculty is the key to the success of the professional program. Faculty members should possess personal qualities, knowledge and technical skills which enable them to stimulate and guide students in professional preparation.

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9-10- Nearly all or all aspects satisfactory

Faculty Standards

	O	N	1	2	3	4	5	6	7	8	9	10
1. The institution employs at least five full time members of the faculty or their equivalent giving one or more professional courses in health and physical education and one of whom devotes his time to teaching health and physical education sciences.												
2. All members of the staff giving one or more professional courses in health and physical education have a Bachelor's Degree.												
3. All members of the staff giving professional courses in the theory of health and physical education (activity courses not included) have either a Master's or Doctor's Degree.												
4. The titles of assistant professor, associate professor or professor are included in the ranking of staff members giving professional courses in health and physical education in approximately the same proportion as in the institution as a whole.												
5. All full-time staff members giving professional courses in health and physical education have one or more years of preparation or teaching experience in some institution of higher education other than the one in which they are employed.												
6. Staff members in charge of special methods courses and supervised teaching in health and physical education have completed at least two years of successful teaching experience in an elementary or a secondary school.												

	O	N	1	2	3	4	5	6	7	8	9	10
7. Staff members have made worthwhile contributions to the profession (in addition to teaching) as evidenced by research, lectures, publications, papers, radio talks, committee service and membership in local, state and national professional organizations or other means.												
8. Staff members show evidence of professional growth through study, research, travel and other means.												
9. The weekly teaching load for staff members teaching courses in health and physical education is approximately the same as that of other staff members. of the institution,												
10. The director is a qualified educator, whose preparation has been in health and physical education, who has had successful experience in the major field as a teacher or administrator and holds an earned Doctor's Degree.												
11. All staff members have met professional certification requirements for the level for which the students are being prepared.												

D. Facilities Standards

Statement of Guiding Principles

The professional Health and Physical Education program requires special and extensive facilities to provide and equip sufficient teaching stations for the preparation of students in all areas of instruction.

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9-10- Nearly all or all aspects satisfactory

Facilities Standards

	O	N	1	2	3	4	5	6	7	8	9	10
1. The institution has adequate facilities, equipment and supplies that are necessary to conduct a student health service program.												
2. There is a sufficient number of well designed and well equipped classrooms for instructional use in the health and physical education program.												
3. There are adequate lecture and laboratory facilities for the work in the foundation sciences.												
4. The institution has indoor facilities such as gymnasia, special activity rooms swimming pools, dance studios, locker, dressing and shower rooms and arrangements for drying, repair, and storage of equipment, also social, club and reading rooms.												
5. The institution has outdoor facilities and areas adequate to meet the requirements of the program set forth in section E of these standards.												
6. The institution purchases and maintains equipment and supplies necessary for efficient instruction.												
7. The library contains well selected and comprehensive text books and reference materials covering												

	O	N	1	2	3	4	5	6	7	8	9	10
each professional area of the program; the periodical subscriptions cover all current movements and developments in the professional field.												
8. The institution has the necessary equipment and facilities for audio-visual instruction.												

E. Course Program Standards

Statement of Guiding Principles

> The professional Physical Education program includes those courses and other experiences designed to acquaint the student with the needs of individuals at different age levels, especially those of a health and physical nature. To accomplish this the program must provide experiences in the humanities and in the sciences especially as they contribute to the professional preparation of the student.

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Course Program Standards

	O	N	1	2	3	4	5	6	7	8	9	10
1. The requirements in general education as established by the institution are maintained.												
2. The requirements in professional education as established by state law are maintained.												
3. Instruction in professional Health and Physical Education is provided in the following areas:												

O N 1 2 3 4 5 6 7 8 9 10

A. Sciences

(1) Term hours

(a) 36 term hours minimum for major in physical education.

(b) 15 term hours minimum for minor in physical education.

(2) Instructional area

(a) Biology
(b) Physics
(c) Chemistry
(d) Bacteriology
(e) Human Physiology
(f) Anatomy
(g) Kinesiology
(h) Physiology of exercise

B. Physical Education

(1) Term hours

(a) 42 hours minimum for a major in physical education.

(b) 27 term hours for a minor in physical education.

(c) 18 term hours minimum for general classroom teacher. (If child growth and development is taught by the department of physical education.)

(2) Instructional area

(a) Child growth and Development
(b) Principles and Practices of Physical Education
(c) Organization and Administration of Physical Education

	O	N	1	2	3	4	5	6	7	8	9	10
(d) Supervised Teaching												
(e) Adaptive Physical Education												
(f) Evaluation of Physical Education												
(g) Methods and Materials												
(h) Apparatus and Tumbling												
(i) Aquatics												
(j) Combative and Self-testing Activities												
(k) Conditioning Exercises												
(l) Fundamental Activities												
(m) Individual and Team Sports (including coaching)												
(n) Rhythms												

F. Departmental and Administrative Standards

Statement of Guiding Principles

The function of the Physical Education departmental administration is to establish and administer procedures which will insure effective operation of departmental policies, plans and curriculum, and to assume responsibility for equipment, facilities, personnel and budgetary needs of the department.

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9-10 - Nearly all or all aspects satisfactory

Departmental and Administrative Standards

	O	N	1	2	3	4	5	6	7	8	9	10
1. The Department of Physical Education has stated objectives which are accepted, understood and made functional by the faculty and students.												
2. The Department of Physical Education is so organized with respect to other departmental units that it has autonomy in determining its objectives and in planning those procedures important in attaining its objectives.												

	O	N	1	2	3	4	5	6	7	8	9	10
3. The faculty acts cooperatively as an organized body in planning and performing their functions of professional preparation.												
4. The inter-departmental organization of the institution makes possible the full utilization of all institutional resources which are important to the professional preparation program.												
5. Administrative functions are clearly established with vested authority sufficient to insure effective operation of policies and procedures of the department and sufficient to insure ease in handling administrative details.												

G. Methods of Instruction

Statement of Guiding Principles

Teaching processes are of especial importance in professional education. The quality of the instruction and pre-service experiences of professional students in physical education, with respect to content and method, influences to a great extent the later performance of prospective teachers. Conditions for effective teaching should be carefully maintained. Students should be encouraged to think and act as professional educators, to prepare themselves to meet realistically the problems of physical education at the various school levels.

Explanation of Column Heading

O - Item not present in this institution - does not apply
N - No opinion or no basis for judgment
1-2 - All or nearly all aspects unsatisfactory
3-4 - More aspects unsatisfactory than satisfactory
5-6 - More aspects satisfactory than unsatisfactory
7-8 - Most aspects satisfactory
9-10 - Nearly all or all aspects satisfactory

Methods of Instruction

	O	N	1	2	3	4	5	6	7	8	9	10
1. Instructional methods emphasize creative initiative and ingenuity in developing ways and means of attaining objectives in situations diverse with respect to equipment and facilities. They make possible the attainment of objectives with economical use of time, operate in an easy effective manner and be of such caliber to serve as worthwhile motivating factors.												

AREAS OF INSTRUCTION FOR SECONDARY TEACHER EDUCATION PROGRAM

OUTLINE OF CONTENTS

I. Principles and Practices
II. Methods
III. Activity Skills
  A. Aquatics
  B. Apparatus and tumbling
  C. Body movement
  D. Conditioning Exercises
  E. Individual Sports
  F. Recreational Games
  G. Rhythms
  H. Team Games
IV. Organization and Administration
V. Basic Sciences
VI. Evaluation
VII. Supervised Teaching

AREAS OF INSTRUCTION FOR ELEMENTARY TEACHER EDUCATION PROGRAMS

OUTLINE OF CONTENTS

I. Child Growth and Development
II. Basic Purposes, Programming, and Methods
III. Activity Skills
  A. Fundamentals of Body Movement and Conditioning Exercises
  B. Games, Relays and Team Activities
  C. Rhythms
  D. Stunts and Tumbling

REPORT OF THE REPRESENTATIVE TO THE NATIONAL COMMITTEE FOR THE IMPROVEMENT OF PROFESSIONAL PREPARATION IN HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION

Your representative attended the meeting of the Committee in Los Angeles on April 9, 1952. In the organization for the coming year the following officers were elected:

Chairman: Carl L. Nordly, University of Minnesota
Vice-Chairman: William F. Meredith, University of Pennsylvania
Secretary: Laura J. Huelster, University of Illinois
Members at Large: Sterling S. Winans, Recreation Commission, California
H. F. Kilander, U. S. Public Health Service

The following motions were moved, seconded and carried:

1. The Committee accepts the offer made by AAHPER Board of Directors to have the national headquarters of AAHPER serve as distribution agency for schedules to individual members and departments at a nominal cost for reproduction and mailing.

2. While chairman, Dr. W. L. Hughes recommended that each of the fourteen national organizations represented on the committee appropriate funds to defray the expenses of the committee for mimeographing, correspondence, and certain travel expenses for committee meetings.

Relative to this recommendation the motion was carried that each committee member is to follow up this recommendation specified in a letter sent by Dr. Hughes to the presidents of each organization in March, 1952.

Although $100 is the amount specified to be contributed by each organization, it is to be made clear that an organization will continue to be represented even though less than this amount is contributed.

Committee members are to report upon this matter to Dr. Nordly, Chairman.

3. Upon authority of the chairman, the secretary is empowered to make necessary expenditures for the purpose of furthering the work of the committee.

4. Each committee member is to secure a list of persons in his organization available for service on a visitation team of the AACTE. The names are to be listed on the enclosed form titled, "You Are Urged to Complete This Questionnaire Because of Your Interest in the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation."

When completed this list is to be sent to Dr. Huelster, secretary.

5. Committee members are at liberty to request local professional and lay people to work on committee projects.

6. A date for the next meeting is to be explored by the Executive Council.

7. The following are to be entered upon the agenda for the next meeting:

(1) Addition to the operating code that each organization approve an alternate as well as a representative to the committee.

(2) Consideration of changing the code to extend the position of secretary to that of secretary-treasurer.

Your representative has accepted the responsibility for the preparation of a file of interested and qualified persons to take part in the visitation program of American Association of Colleges for Teacher Education. He is now engaged in this project, a card file is being developed and will be available at the National Headquarters of the AAHPER in Washington, which is to serve as a distribution agency for evaluation schedules and as a center of information as to persons willing to take part in the visitation program.

The project is developing satisfactorily and the members of the College Physical Education Association are asked to lend their full support, collectively and individually.

The next meeting of the Committee will be held in Chicago, February 18, 1953 in connection with the annual meeting of the AACTE.

Respectfully submitted,

/s/ William F. Meredith,

William F. Meredith, Representative to The National Committee for the Improvement of Preparation in Health Education, Physical Education and Recreation.

December 1952

SUMMARY OF PRE-CONVENTION MEETING ON ACCREDITATION

Lewis A. Hess
The Ohio State University

Chairman: Dr. W. F. Meredith - University of Pennsylvania

Discussion Leader: Dr. C. L. Nordly - University of Minnesota

Consultants: Dr. Edward Pomeroy, Secretary, American Association of Colleges for Teacher Education
Dr. George Anderson - Washington, Office of the AAHPER

Secretary: Dr. Lewis A. Hess - The Ohio State University

This was an open meeting attended by 26 persons from 15 states. A mimeographed sheet prepared by Carl L. Nordly was distributed.

It was explained that Evaluation Schedules have been developed for evaluating professional preparation in health education, physical education, and recreation.

1. The schedules are tentative and are presently being revised as the result of suggestions from people using them.
2. Evaluation Schedules with suggestions for their use have been sent to all state departments of education either to the state director of health, physical education, and recreation or the state superintendent of public instruction.
3. It was suggested that state departments of education or state directors or supervisors of health, physical education, and recreation might well initiate state programs to study and evaluate teacher education curricula.

Dr. Pomeroy explained the program of the American Association of Colleges for Teacher Education:

1. The present intervisitation program will include about one hundred and twenty (120) member institutions this year.
2. The remainder of the member institutions will be visited during the coming year in that the program provides for all institutions to be visited over a three year period.
3. The visitation program is not an accreditation program.
4. The AACTE is continuing temporarily with its accreditation program.
5. The National Council for Accreditation of Teacher Education likely will assume the accreditation of teacher education function with the approval of the National Commission on Accreditation.

The procedure for using the schedules which have been developed for health, physical education, and recreation along with the AACTE visitation program was explained as follows:

1. Institutions desiring (all were encouraged) to use these schedules on a voluntary basis should make the request to the AACTE.
2. The AACTE will send six (6) copies of the schedules without charge.

3. The AACTE office will notify the AAHPER national headquarters that one or more visitors should represent health, physical education, and recreation in the visiting group.

The visiting personnel will be selected from a list now being assembled by Dr. W. Meredith. These persons have signified a willingness and a desire to serve on evaluation teams under certain stipulated conditions.

Dr. Nordly reported that in the State of Minnesota a Workshop on Teacher Education was held at St. Cloud State Teachers College. About forty teacher educators attended and became familiar with the schedules and evaluation techniques by evaluating the St. Cloud Teachers College program in Physical Education. During the next two years teams made up of three or four people who attended the workshop will visit other colleges in the state to assist in evaluation.

The discussion closed with Dr. Pomeroy and Dr. Nordly pointing out two major considerations:

1. The self evaluation or soul searching process carried on by the institution prior to the visit of the evaluating team is of greatest value.
2. At this time it is felt that the greatest strength and success from the standpoint of accreditation as applied to health, physical education, and recreation will grow out of association with groups presently doing accreditation.

It is recommended that those desiring additional information regarding the development of the accreditation movement could profit from the following articles:

Nordly, Carl, "Oour Number One Challenge Today," Journal of Health, Physical Education, and Recreation, June, 1952.

Russell, John Dole, "Accreditation of Teacher Education," Journal of Teacher Education, June, 1952.

REPORT OF THE SUMMARIZER

Participants

E. B. Smith, University of Georgia, Chairman
C. L. Palmer, University of Washington
Vernon L. Sprague, University of Oregon
William F. Meredith, University of Pennsylvania
Lewis A. Hess, The Ohio State University
T. M. Kohler, Mississippi Southern College, Summarizer

Proceedings

I. Introduction of speakers and opening remarks by chairman.

II. Mr. Palmer, "Vocational Aspects of Physical Education."

Mr. Palmer's paper pointed out the relationships between vocation and education, or, as he put it, "making a living and making a life." He stressed the importance of effective guidance in these matters, enabling the individual to strive toward the two-fold objective of personal success and social progress. He warned that misguidance is at least as dangerous as no guidance. Mr. Palmer saw the following obligations on the part of teacher education institutions:

A. The moral obligation to meet the problems of the student - to help the student find the proper niche vocationally.

B. The responsibility of placement, including

1. A sound beginning through good relationships in school
2. Effective follow-up ties
3. Well thought-out, well defined personnel policies in employer-employee relationships.

C. The responsibility of developing and improving community attitudes toward education, recognizing that

1. Society often tends to publicize the bad -- de-emphasize the good.
2. A better understanding is needed on both sides as to what is the task of education in society.

Mr. Palmer then directed his remarks specifically to the field of Physical Education and said that, basic to providing adequate Physical Education service is the need for better status and improved working conditions among professional workers in the field. He noted that the profession is "top heavy" with a scarcity of workers in the lower grade levels, and suggested that the field be more sensitive to supply and demand factors. He closed with the observation that the long view promised a levelling off of such discrepancies.

III. Mr. Sprague, "Teacher Education Standards in Physical Education as Developed by the Oregon Association for Health, Physical Education and Recreation."

Mr. Sprague traced the development and progress of the project to establish some standards in the field in Oregon, emphasizing the fact that the first step was determining the actual needs of the teachers on the job. He said that groups involved in reaching the set of standards were public school administrators as well as teachers, and also State Department officials. Mr. Sprague pointed out that the problem was attacked from the standpoint of areas of competencies rather than courses. The general procedure was to make a preliminary draft of the standards, he said, bring them into a workshop, and refine them for approval by the Association. The following categories of standards were involved:

A. General Institutional Standards

1. Accreditation and other institutional ratings
2. Student personnel policies
3. Faculty standards
4. Curricular requirements
5. Administrative standards
6. Methodological standards

B. Physical Education Requirements
(including majors and minors)

C. Standards of the Elementary Schools.

Mr. Sprague saw the following uses for the report: (1) a tool for evaluation, (2) a minimum, or "basic" recommendation, and (3) a guide for the establishment of new programs of teacher education in physical education. He said that although the report was not to be considered final or complete, it does represent useful, productive, constructive work by a State Association.

IV. Mr. Hess, "Summary of Pre-Convention Meeting on Accreditation."

Mr. Hess summarized the General Meeting and remarks by Carl Nordly, report of which appears elsewhere in the minutes. He announced that Physical Education evaluation schedules were available and emphasized that the purpose of visiting teams was not accreditation alone, but also for constructive assistance.

V. Mr. Meredith, "Report of the C.P.E.A. representative on the Committee for the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation."

Mr. Meredith acknowledged the work of Mr. Nordly in this matter and then urged members of the Association to fill out forms in order to build up a qualified roster of visitors for evaluation.

VI. In the discussion following, Mr. Meredith warned against pessimism, pointing to progress already made. He noted that accreditation is a job for all, and commended the study developed at Oregon.

Respectfully submitted,

T. M. Kohler, Summarizer.

ADAPTED SPORTS IN VETERANS ADMINISTRATION HOSPITALS AND DOMICILIARIES

B. E. Phillips
Special Services Division, Veterans Administration
Washington, D. C.

Introduction

The Veterans Administration has the responsibility for operating one of the largest hospital enterprises in the world. As of this date, it operates 157 hospitals with approximately 100,000 patients. In 35 of the hospitals, most of the patients are psy chotic; these hospitals are colloquially called "NP" hospitals. In 20 of the hospitals, most of the patients have tuberculosis; these are commonly referred to as "TB" hospitals. The remaining 102 institutions have a more generalized distribution of patients, and in common abbreviation are designated as "GMS" (general medical and surgical) hospitals. There are more neuropsychiatric patients in Veterans Administration hospitals than there are patients in all other specialties combined.

The Veterans Administration also operates 17 domiciliaries with more then 17,000 members. Domiciliaries are homes for disabled veterans who are not in need of intensive medical treatment but whose disabilities are such as to prevent them from earning a living. Fourteen of these domiciliaries are located adjacent to Veterans Administration hospitals, in which case the station is known as a VA center. For purposes of brevity, I shall hereafter use the abbreviation VA when referring to the Veterans Administration. Generally speaking, I will use the term "hospital" to include hospitals, centers, and domiciliaries; the term "patient" to include patients and members.

Historical Development

According to available records, the first evidence of an Adapted Sports program in VA hospitals appeared at the VA Hospital at Sheridan, Wyoming, in July 1922. Similar programs appear to have been initiated at Perry Point, Md., some time in 1923, and at Marion, Indiana, in 1924. Not too much is known about the early development of these and others which, prior to the termination of hostilities in World War II, were conducted by physical directors or recreational aides of the Medical Service at VA installations. It is known that in November 1945, at the time the Office of Special Services, with its Athletic Service program, was established in the VA, there were physical directors on duty at 29 VA hospitals. By early 1947, the number of athletic personnel numbered 385 at 101 field stations. Later in 1947, however, the Special Services Athletic Service and Recreation and Entertainment Service were combined into one Recreation Service which encompassed the Adapted Sports program. At present, approximately one in four of the almost 1,000 recreation personnel at VA hospitals and domiciliaries is a Sports Leader.

For the most part, sports personnel are to be found at our NP and large GMS hospitals and domiciliaries. At our many smaller hospitals, the Adapted Sports program is conducted by the Chief of the Recreation Section.

One Aspect of Hospital Recreation

The Adapted Sports program then, is an integral phase of the hospital recreation program, which is conducted for recreational and therapeutic purposes for men and women patients and members in VA hospitals and domiciliaries. Although this recreation program is designed to make life as satisfying and meaningful as possible for hospitalized veterans, its primary purpose is to assist physicians in their treatment of patients. The recreation, or sports leader works with the physician to insure eventual rehabilitation of the patient, if such an outcome is medically obtainable, and, if not, to maintain the patient at the highest level of hospital adjustment of which he is capable.

In its May 1952 information bulletin entitled "Psychiatry, Neurology, and Psychology in the Veterans Administration," our Department of Medicine and Surgery had this to say about the VA recreation program for the mentally ill: "While all hospitals for the long-term care of the mentally ill do make some effort to provide recreational activities for patients, it is believed that the VA hospitals have gone further in this respect than any other psychiatric hospital enterprise in the world...it seems clear that these activities play a vital role both in the treatment of the individual patient and in the integration of the hospital into the community."

Objectives

Within the framework of the hospital recreation program, then, the Adapted Sports program has as its mission the offering of a broad and diversified selection of sports activities which are designed

1) To assist in facilitating patients' adjustment to hospital life and to medical treatment,
2) To contribute to the total social and psychological readjustment of patients,
3) To contribute to the development and maintenance of good health and normal physical condition during the patients' stay in the hospital,
4) To provide acceptable emotional outlets through physical activity,
5) To provide doctors with opportunities to observe patient behavior and response to activity,
6) To assist in orienting patients in their physical limitations and potentialities, and
7) To develop interests and skills in activities in which patients may participate safely and beneficially during their stay in the hospital as well as after their discharge from the hospital.

Objectives are, of course, not identical with respect to the various categories of patients; nor are the activities through which objectives are attained necessarily the same within categories. For example, one of our primary objectives in NP hospitals is the resocialization of patients; certainly this objective might be accomplished through dancing, baseball, hobby club activity,

in fact, through any one of a long list of recreation and other rehabilitation pursuits. In the TB hospital, on the other hand, a primary objective is that of developing or rechanneling recreation interests into activities which patients may safely enjoy while in the hospital and in which they may participate after their discharge. In both NP and TB hospitals we attempt to provide situations in which physicians can observe the physical and social tolerance of patients, especially at times when consideration is being given to their discharge from the hospital.

The maintenance of good health and morale are major objectives at all types of hospitals. Whether the attainment of these objectives is more important at TB than at NP hospitals, or whether it is more important at either type of hospital than it is for long-term patients at GMS hospitals, would seem to be a moot question. Suffice it to say our programs at GMS hospitals are directed to the long-term patients, usually considered arbitrarily to be those hospitalized more than 30 days. It is not generally known that these patients constitute nearly 50 percent of the patient population in our GMS hospitals. Among others they include the orthopedic, psychiatric, tuberculous, cardiac, blind, arthritic, neurologic, and those with other long-term or chronic disabilities.

At a recent training course for Adapted Sports personnel held at our center in Los Angeles, Dr. Gerald L. Goodstone, Chief of Physical Medicine and Rehabilitation at the NP hospital of the center, presented the role of sports and recreation in the hospital in this manner: "When a patient enters a hospital, he enters a new world. It is a world full of inhibitions, restrictions, rules, regulations...In the mere fact of hospitalization we find things which will make the patient continue to stay ill, rather than help him get well....Usually the only things the patient recognizes as normal in the hospital are your activities. Certainly there is little else that is normal. Standing in line for food and sleeping in a big room with 35 other patients...are not what the patient knew at home. However, he will recognize the normality of a baseball game and of bowling, and he will cling to the therapists who engage in these activities with him as a link between the outside world and the hospital."

Fundamental Principles

In our training courses for hospital chiefs of recreation and for sports leaders we have attempted to identify the problems as viewed by field station personnel, analyze these problems, and develop solutions to the problems where possible. From these analyses it has been observed that most solutions to the major problems encountered by Sports Leaders at hospitals are to be found in one, or a combination of more than one, of four fundamental principles. These four principles, which govern the conduct of our Adapted Sports programs and which serve as a guide in their continued appraisal are: The first--

1) Planning must be done with phy sicians.

Now this statement would appear to be self-evident--and recognized by all engaged in hospital work. Permit me to relay to you a few questions which we in Central Office often hear and which seem to me to indicate that this fundamental principle is not always understood.

Considering our limitations in staff, should we provide most of our activities in the evening and on week ends or should we devote our efforts to the conduct of week day, daytime, scheduled physical activity periods?

Should we attempt to offer activities for all patients or should we concentrate our efforts on smaller groups of patients with more or less favorable prognoses?

How far should we go in "urging" patients to participate in activities?

Should we or should we not include such an activity as boxing in our programs?

Are off-station trips, field days and special events for short-term patients of sufficient value to warrant the amount of staff time they consume?

How far can we entrust the conduct of activities for patients to available volunteers?

What is the extent to which hospital aides should participate in the conduct of activities?

These and similar problems have no simple solution--they must, however, be solved at the hospital level in terms of patient needs as determined by physicians. It is our stand that the Sports Leader who plans his activities with the ward physician need have no real concern as to the direction of his approach in answering these questions; he may be confident that his direction is sound for it is based upon medical advice. The second principle is this--

2) Interest must be centered in patients.

It is my impression that of these four principles, this is the best understood by our Sports Leaders. However, the very nature of our job with the many operational problems with which we are continually faced, tends at times to draw our attention away from the real purpose of our efforts, namely, to contribute to patient welfare. In our work it is so easy to become engrossed in the many ramifications of disease and disability, in the selection and conduct of activities, and in the procurement and use of materials that we forget we are working with human beings. I believe that a modest portion of the success experienced to date is attributable to the fact that Sports Leaders continue to be interested in patients before they are interested in activities, materials, or disease. The third principle is--

3) Work must be systematized.

There is probably no other area of employment in the field of physical education where good organization is as essential as it is in the field of hospital Adapted Sports. Where there are so many records to maintain and where it is necessary to dovetail activities into existing hospital routines, the Sports Leader who has not systematized his work may become so fully engrossed in detail as to have no time available for patients. To maintain a smoothly operating and effective department, therefore, every effort has to be made to develop systems for such administrative functions as effecting medical clearances, maintaining participation records, providing physicians with observations on patient behavior, conducting staff meetings, making personnel assignments, ordering and issuing supplies, inspecting equipment and facilities, appraising activities, training staff members and supervising volunteers. By systematizing as many of the above functions as

possible, the Sports Leader obviates the necessity of retracing each of the steps required in his initial planning, as emergency changes in plans do become necessary. The fourth principle is--

4) Central Office publications must be used as guides.

Publications disseminated by Central Office are directive and informational in nature. They chart the general course for hospital programs within public laws. Therefore, it is essential that they be used so as to assure the provision of relatively equal opportunities within medical dictation to patients in all VA hospitals, regardless of geographical area. Among others, these publications include our Recreation Service Manual, which is directive in nature, and more than 200 Information Bulletins which have been used for more than six years to disseminate to the field ideas which have proven effective at given hospitals, references to significant publications in the professional literature, and other pertinent information. Permit me to suggest, parenthetically, that those in your colleges and universities who are writing term papers and preparing theses on hospital recreation and sports in the VA, would do well to peruse these publications, for they contain most of the information or leads to information on our programs which can be made available for this purpose. Since sufficient copies of these publications are not available for general distribution, those interested should endeavor to arrange for their study through the Chief of the Recreation Section at the nearest VA hospital.

Nature and Scope of Activities

In the VA the field of Adapted Sports encompasses all those sports and games which involve motor skills and in which participation produces psychological and social as well as physiological benefits. It also includes those activities essential to the training of individuals for participation in sports, as well as those through which an interest in sports is developed and maintained. The widest variety of activities possible, on an off the ward and off the station, are provided seven days a week to meet patients' needs as expressed by their physicians. All participation is planned with and approved in writing by appropriate medical authority. In selecting activities, it is recognized that what is done by the patient is normally far more contributive to his rehabilitation than what is done for him.

In consultation with physicians, Sports Leaders work continuously toward adapting activities to satisfy patients' needs and interests. Adaptations have involved the revision of orthodox rules, which has been necessary, for example, for wheelchair basketball, softball, and volleyball. They also have involved alteration of equipment, such as the dropping of one arm-rest and providing blocks for stability to facilitate bowling from wheelchairs. They have involved the broadening of the activity base, as evidenced in the use of music and rhythmic games to stimulate participation on the part of regressed psychiatric patients. A good example of the modification of equipment for purposes of efficiency rather than to satisfy medical dictation is the table tennis truck (or dolly) designed at our center at Los Angeles. This addition to the table makes it possible to fold the standard table and roll it away to make room for other activities in a matter of seconds.

In general, Adapted Sports programs in the VA constitute the following three phases: Active-participant, Passive-participant and Spectator. The Active-participant phase includes instruction, impromptu participation, intramural competition and extramural competition.

Sports Instruction

The daily scheduled activity periods, where patients participate as nursing units (i.e. wards, buildings, or sections) constitute the bulk of the instructional sports programs for psychiatric patients. Classes are conducted out of doors when the weather permits, but in inclement weather it is necessary to hold classes on the wards, in corridors, day rooms, auditoria, and other makeshift locations at those hospitals with inadequate indoor facilities. For example, an activity program for psychiatric patients recently was inaugurated on an enclosed roof garden at our relatively new hospital in Fresno, California. Activities reported include modivications of volleyball, badminton, basketball, handball and paddle-tennis. At another of our hospitals, the Sports Unit has instituted ward cart service through which such equipment as medicine balls, volleyballs, deck and paddle-tennis and badminton equipment are taken to closed ward patients in 7 buildings for daily 45-minute class sessions. At a few hospitals where these makeshift arrangements are not possible, limited numbers of patients are taken off the station to use available facilities in the community.

Perhaps you know that our new NP hospitals all have rather complete sports plants. The ones at Montrose, N.Y. and Salt Lake City, Utah, have been constructed and are in use. Those approved for Salisbury, N.C., Pittsburgh, Pa., Brockton, Mass., Los Angeles, Calif. and Cleveland, Ohio are in varying stages of planning and construction. Plans have also been developed and approved for the construction of sports plants at the existing NP hospitals at Togus, Maine, Lebanon, Pa., and Jefferson Barracks, Mo. as part of a long range project to bring all NP hospitals up to present day standards. I should like you to know that our office has found, among others, your association's publication College Facilities for Physical Education invaluable in the development of sports facility plans for these NP hospitals.

To be more specific relative to activities wherein patients participate by nursing units, permit me to point out some of the activities which have been reported to have been used with success for long-term patients requiring habit training in our NP hospitals. On the ward, there are the following: Marching and calisthenics with music, medicine ball circle games, ring toss, indoor (rubber) horseshoes, modified shuffleboard (wherein rope rings are tossed rather than using pushers on discs). On the ward, there are the following: marching, modified calisthenics, hiking, softball and lead-up skills, volleyball and lead-up skills, medicine ball circle games, simple relays, lawn and ten-pin bowling, croquet, golf type activities such as putting and miniature golf, basket shooting (standard and goal-hi), swimming and modified water games. In certain instances, physical education major students from nearby colleges have participated in this type of ward and off-ward class activity.

Instruction in sports is indicated particularly for those who, unfortunately, have never learned to play, and for those who, because of limitations imposed

upon their activity because of illness and/or age, must develop new interests and learn new skills. Cardiac and tuberculous patients, and domiciliary members, are examples of those for whom, many times, interests in sports must be rechanneled. The VA is most fortunate in receiving talented instruction in golf at several stations through the American Womens Voluntary Service Swing Club program, the Professional Golfers Association and other golf associations, in fishing and casting through local club members of the National Association of Angling and Casting Clubs. Having already set aside the required funds, the Bowlers Victory Legion is at the present time firming up plans for sending to our hospitals with bowling alleys, some of our nation's best bowlers for purposes of demonstration and providing instruction in bowling.

Impromptu Participation

We speak of impromptu participation as being that in which the patient chooses the activity, the time and place for participation, his partners and his opponents, or, he may participate in individual sports activities ranging from bag punching to golf, swimming, and archery. This phase of the program consists usually of the less vigorous sports and is made available for privileged psychiatric patients (that is, those not on closed wards) at NP hospitals, and for all ambulant patients with the necessary medical clearance at other hospitals. Even arrested tuberculous patients receive medical clearance and participate with apparent safety and benefit in such sports as billiards, croquet, golf putting, shuffleboard, rubber horseshoes, ping-pong (in contrast to table tennis), fishing and casting. With reference to the resocialization program for Korean amputees at one of our GMS hospitals on the West Coast, the Chief, Orthopedic Section, had this to say concerning the effectiveness of swimming as an impromptu activity: "The very high point of your success was when you induced or better still, tempted and got a number of amputees to remove their prostheses and actually go swimming with the girls. At that moment the battle with introversion, melancholia, and the fear of revealing their deformities was won."

Results of four surveys which our office made a year or so ago can be considered indicative of the amount and potential of impromptu participation in sports at our hospitals. Although these figures are not current, surveys at the time indicated that seasonal golf activities for patients were conducted at all of the 59 hospitals having available golf facilities such as acceptable golf courses, putch and putt or miniature courses, putting greens or driving ranges. At the time, 6 additional hospitals utilized off-station facilities for golf activities. Active fishing programs were being conducted for patients at 74 stations, 22 of these having bodies of water satisfactory for fishing purposes on-station. There is good reason to believe that these figures have increased since the survey, due to the contributions of the Fish and Wildlife Service of the Department of the Interior in the form of its continued surveys of fishing areas, the stocking of waters and the providing of similar services at our stations and in adjacent communities. At the time of the surveys, 47 stations had bowling alleys numbering from two to eight; those of you from the East will be interested to know that ten-pins, rather than duck- or candle-pins, were being bowled at 45 of these 47 stations. Aquatic activities were

conducted at 39 of the 43 hospitals having swimming pools. Unfortunately the very small type of pool which is to be found in our older hospitals does not provide adequate space for vigorous exercises and games and it is almost totally devoid of the necessary motivating influences which are essential factors in the care of the psy chiatric patients for whom most of the pools have been provided.

Intramural Competition

Within the VA, intramural competition has taken the standard forms of round-robin, single and double elimination, and challenge tournaments, league competition and field meets. This competition has been promoted between staff doctors, nurses and other hospital employees, and patients; at one NP hospital father-son and brother-brother bowling tournaments have been promoted on visitors' days; at another NP hospital, patients with ground privileges have represented nonambulatory patients in "tournaments by proxy"; at one of our largest GMS hospitals, ambulant patients have assisted in the conduct of a two-day bedside bowling tournament in which 39 paraplegic and quadraplegic patients on 12 wards participated.

Patterned after those systems now common at many of our colleges and universities, a fiew of our stations have instituted competition by wards or rooms on the basis of points accumulated in varied types of competition. Appropriate numbers of points awarded for entering the competition, as well as for winning and losing. These tournaments are sponsored at times by ward representatives of the Patients' Council and all standard means of motivation are employed. This approach has been surprisingly effective at one of our large domiciliaries in Florida -- it is not always easy to promote active participation on the part of older members. We are also pleased with its effectiveness in inducing participation among psychiatric patients; even more so with its stimulation of patient interest in their own accomplishments as well as the accomplishments of those about them. It seems self-evident that total readjustment to the world outside the hospital cannot be expected unless and until patients learn to compete with each other as well as to work and play cooperatively with each other. In fact, I can think of no more effective way of developing cooperation than having people join together in competition with a common adversary.

Extramural Competition

Of course, no sports program would be complete without some extramural competition. Although this phase of the program is held to the minimum--it is always limited to such activities as are determined by patients' physicians to be of therapeutic value--it is indicated for selected psychiatric, neurologic, amputee and blind patients, especially for resocialization purposes and for reorienting patients to community life and interests. There are certain restrictions imposed on off-station participation. For example, patients may not participate at other than Government hospitals, and nearby community facilities normally used by VA hospitals, if there is either solicitation or an admission charge made. If patients are required to be away from the hospital overnight, such absence may not exceed 48 hours, and play is limited to government hospitals or nearby facilities normally

used by VA hospitals in the everyday sports program. Permit me to insert parenthetically that members of the paraplegic basketball team from the West Coast which annually tours the nation to compete with other wheelchair teams, are no longer patients in VA hospitals.

Our NP hospitals at Perry Point, Md., Coatesville, Pa., and Lyons, N.J., have for seven consecutive years conducted a Tri-Hospital Athletic Meet which has been comprised of competition in golf, tennis, softball, volleyball, swimming, bowling and horseshoes. Each year hospitals alternate as hosts; several hospital services and many voluntary service groups participate in the conduct of the Meet. This is truly extramural competition for, by and large, hospitals have been represented each year by their intramural champions. The "Little Brown Jug" of the Tri-Hospital sports program is the "Trilon," which was designed by a patient at one of the hospitals, winner in a contest among patients of the three hospitals, to design such a trophy.

For four years, our NP hospital at Lyons, N.J. promoted the Eastern VA Hospitals Patients Golf Championship. This is a one-day affair conducted in cooperation with the New Jersey Professional Golfers Association and has included not only 18-hole medal play but putting and driving contests as well. In 1949, the tournament committee claimed the distinction of being the only tournament committee in the nation not boasting a defending champion, both the 1947 and 1948 champions having been discharged from their respective hospitals and at the time happily engaged in civilian pursuits.

On several occasions, patients and members of one of our centers in upper New York state, have competed with psychiatric patients from a nearby VA hospital in bowling, billiards and shuffleboard. All competitors have been intramural champions at their respective hospitals. Seven-man patient teams from two southern California hospitals have competed in golf; home-and-home bowling matches have been conducted by two of our NP hospitals in Massachusetts; several of our hospital paraplegic basketball teams have engaged annually in wheelchair basketball competition.

I should like to emphasize here that the extramural competition to which I have just referred has originated at the hospital level and not at Washington. Our office has for six years, however, promoted the Annual VA Telegraphic Bowling Team Championships for Ambulatory and Wheelchair Patients. These contests have been conducted on a telegraphic basis, cover a one month's competitive period, and are entered into completely voluntarily. They are conducted at essentially no expense to the government inasmuch as all trophies are provided by the Bowlers Victory Legion. We've had patients bowl from litters; blind patients from five hospitals compete in a division of their own. You might recall that at the termination of our first annual championships in 1946, President Truman presented, at the White House, trophies to the individual winners of the paraplegic division. Fifty-four teams, consisting of 378 patients and representing 41 stations, competed this year in the tournament; these numbers represent many others who participated at local levels in qualifying competition to select hospital teams.

Passive Participation

Earlier I pointed out that our sports program encompassed, among others, those activities through which an interest in sports is developed and maintained. For almost seven years our Motion Picture Division of the

Recreation Service has disseminated regularly to hospitals sports movies which have been used in connection with sports clinics, smokers, and quiz contests. These motion pictures have included weekly sports newsreels, three-minute sports quizzes, pictures of outstanding fights, the world series, and selected college and professional football games. For more than seven years the Bowlers Victory Legion has provided in liberal quantities to all VA hospitals the weekly publication, "The Sporting News." This has been received very enthusiastically and, in fact, is studied religiously by those many patients in our hospitals who participate regularly in sports prediction contests. Football prediction contests predominate, of course, but others have been centered around the selection of the annual all-star baseball game team members, as well as around the selection of All-America football teams.

In order to foster interest in sports, one NP hospital in Indiana has installed a sports bookshelf in a game room in the basement of its gymnasium; a GMS hospital in the state of Washington has set aside a "sports corner" in the station library. Adapting the national sports poll idea, a large Center in New York state and an NP hospital in Kentucky both conduct regularly a contest to name the station "Athlete of the Year."

Sports award nights, or victory banquets are popular at many of our field stations from coast to coast. Objectives of these affairs in a hospital setting can be summarized as follows: 1) to give proper recognition to those patients who have participated in intramural and extramural activities, 2) to motivate patients who may be hesitant or reluctant to participate even on medical prescription, 3) to provide increased community contacts and interest through the utilization of volunteers, and 4) to create a closer liaison between the sports and other hospital staffs.

Several more of our hospitals have reported successful sports clubs. Based on patient desire for such activity, and properly supervised, sports clubs not only afford excellent opportunities for sharing common interests but also, through assignment of responsibilities within the club, assist patients in regaining confidence and a much-needed feeling of "belonging." At least three of our stations have reported enthusiastic participation in "200 Clubs" during the blwling season. Through the cooperation of the local field representative of the Missouri Conservation Commission, Sportsmen's Clubs, meeting monthly, have been instituted on six of the wards at one of our TB hospitals in Missouri.

The Spectator Program

This phase of the program includes sports competitions, demonstrations and exhibitions conducted on the station, and scheduled and supervised trips off the station, for the entertainment and instruction of patients and members. Off-station trips to collegiate, professional, and other sports events constitute a major aspect of the spectator program, especially at those stations with limited indoor and outdoor facilities where there is a peculiar need for the resocialization of patients and for their readjustment for return to the community outside the hospital. A few years ago our office made studies of attendance at off-station football, basketball and baseball games by patients in our hospitals. We learned that more than 130,000 admissions

had been granted in the one year to approximately 4,000 professional, collegiate and other ball games. Roughly 25 per cent of these admissions were granted to collegiate ball games. Each year our office is granted 40 tickets to the Army-Navy game for distribution to four of our hospitals in the vicinity of Philadelphia. Each year patients in other sections of the country attend sports events of national interest, such as this week's bowl games, either by courtesy of the sponsoring clubs or as guests of voluntary service organizations or individuals.

Unless our stations are isolated, and if they have suitable facilities, they usually have little difficulty securing on-station spectator events from the nearby communities. Under the sponsorship of the Department of Physical Education at a university in Florida, a gymkhana troup has performed for members at one of our domiciliaries in Georgia. Forty-five girls of the Aquatic Club from one of the state colleges have driven 160 miles to present a water show inaugurating the opening of the swimming season at one of our centers in Texas. Two high school six-man football teams have played exhibition games on an improvised football field at one of our NP hospitals in the east. Although I hesitate to mention this in view of the recent report by a well-known NEA committee, patients at several hospitals, for the most part in the east, have enjoyed "little league" baseball games played on modified station ball diamonds. I must admit further that in several instances our Sports Leaders have got the impression that such games are received with even more enthusiasm than are most adult games. I hope that this is not an inappropriate note on which to close.

Conclusion

Because of time restrictions, I have for the most part confined my remarks to the purposes, principles, and content of the Adapted Sports programs in VA hospitals. I regret that it has not been possible to cover such topics as personnel qualifications and job opportunities, facility planning, equipment testing, research, in-service training, the utllization of volunteers and other topics in which some of you, I am certain, have a keen interest. For your information, I am appending to this paper for publication in your proceedings, a selected list of references which cover several of these aspects of the program. I plan as usual to be here for all of your meetings and will be happy to attempt to answer specific questions relative to our program if you will be kind enough to direct them to me.

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IMPROVEMENT IN PHYSICAL EDUCATION A PROFESSIONAL RESPONSIBILITY

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Preface

So you became a teacher! Do you remember the day you were handed that "sheepskin"? Do you remember the pent up power you felt as you trudged toward that first position? Do you remember the mixed feelings--enthusiasm, anticipation and some fear? Now, as you scan your alumni bulletin you observe that your class notices are further and further from the latest and the realization becomes apparent that years have slipped by since your entrance into the profession. Has something else gone with the years?

The typical medium sized college will have from five to nine faculty members in the physical education department. The ratio between men and women employed will depend upon the situation. Educational qualifications vary from holders of Doctoratesto Master's Degrees...all have taught for at least three years. Problems are present with most members of the staff centered around professional growth.

A sound program of institution-faculty relations seems to be an apparent need, the precarious state of academic freedom, the unsettled condition of tenure, the inharmonious relations between teaching staff and administration, charges of autocratic control, friction between staff members--all indicate the need for an new orientation of these relationships.[1]

The Physical Education Program

The function of the physical education program is to provide opportunities for controlled participation in activities that are wholesome and interesting and will result in educative experiences. Contrary to practice in some institutions of higher learning, the triangular representation of the organization of the program would have at its base the broad regular and special program for skill instruction for all students with intramurals furnishing the competitive opportunities for this large group of students. Varsity activities are for the highly developed.

Every college student needs to select and participate regularly in a well balanced physical education program. He needs to learn and become skilled in one or more sports and really enjoy them.

College departments of physical education need to impress students with the fact that the health and physical education program is an individual undertaking. Objectives for this phase of education which seek to aid individuals in the development and maintenance of true health, fitness and wise use of

[1]Bixler, Roy, W., Institution-Faculty Relations in The College of Integrity. p. 1. New York: Bureau of Publications, Teachers College, Columbia. 1939.

leisure, can be met when each person assumes personal responsibility for his own welfare. High calibre teaching with understanding of principles underlying procedures is essential for the realization of educational goals.

Program Principles

According to Oberteuffer,[2] physical education, conceived and executed in a school is a curriculum content. Minimum standards established by respective states give the secondary school administration clues for curriculum planning. The college, however, assumes local autonomy in such matters as time allotment, years to be offered, and content. Such local responsibility places the problem of selecting and planning squarely in the hands of Directors and teachers. These educators must be guided by sound principles if the physical education curriculum is to reflect the best in educational practice and secure the best in outcomes as expressed in student behavior.

The curriculum of the school can be seen as the sum of all the organized experiences within that school which aim to produce recognizable outcomes in knowledge, skill and personal development. It is essential that the curriculum in physical education be mapped out so that its content and direction can be studied in relation to the stated purposes of the total curriculum.

If the work of physical education is to be wholly effective it must assume its position in the over all curriculum of the institution and be identified as both teachable materials and administrative procedures.

The Intramural Program

"An activity for every student and every student a participant" the ultimate goal of the intramural program has possibility of fulfillment. The intramural program with its varied sports offerings for all, carries powerful incentives. All students of the institution prepare for this laboratory in the instructional class with objectives, organization and activities in absolute harmony with basic principles of education.

Allison W. Marsh,[3] Director of Physical Education at Amherst College, deems a total program of physical education a basic essential for the completely educated man. He says...the required courses should give the fundamental training in fitness and skills for full participation in and enjoyment of the game...intramural sports give the opportunity for all men to enjoy not only the advantages of individual or dual competition but also to participate in the organization and conduct of these contests.

Nash, Saurborn, and Moench,[4] recommend certain administrative policies and practices in organizing the intramural program as a part of the functional physical education laboratory:

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[2]Oberteuffer, Delbert, Physical Education, A.Textbook of Principles. New York: Harper and Brothers. 1951. pp. 225-235.

[3]The Intramural Handbook, Amherst College, Amherst, Mass., 1951, p.6, Allison W. Marsh, Statement of Relationships to P.E.

[4]Nash, J. B., and Moench, F. J., and Saurborn, J. B., Physical Education: Organization and Administration. New York: A. S. Barnes and Company, 1951. pp. 309-310.

1. The intramural program is an integral part of physical education, curricular rather than extra curricular.
2. The organization of the intramural program should receive prior administrative consideration, as it serves the majority of students in the laboratory program.
3. The intramural program should be conducted for opportunities inherent in the program and not as a training ground for interscholastic or other extramural purposes. The development of varsity materials should be incidental rather than planned.
4. The intramural program is deserving of the same amount and quality of leadership as the instructional or extramural programs.
5. It is the responsibility of administrators to allocate proportionately the elements for program conduct including, time, space, equipment and program leadership. The program for women should be considered as of equal importance as that for men.
6. The intramural program should be utilized for the opportunity it presents in student leadership.
7. The intramural laboratory as a part of the school educational program should be financed through the regular school budget.
8. The intramural participant is entitled to similar procedures for protection and safety as provided participants in the interschool program.
9. The scope of the intramural program should include: co-educational experiences; a suitable balance of individual and companion activities as well as team games; outdoor experiences throughout the year where local conditions permit; cooperative club and informal group experiences as well as competitive games and contests.
10. Activities should be provided according to seasonal interests and local school conditions.
11. Better programs minimize the awards and championships, and utilize only slight and immaterial rewards as recognition of modest achievement.

It is not enough for physical educators to know these principles of operation. The entire college community is involved in the implementation of these guides into action. The type of human relations atmosphere furnishing the framework is essential with reference to the professional staff and the administration of the college.

The Professional Staff in the Administration of the College

The proposition that the government of the college should be democratic is generally accepted. Recent studies[5] of the problems of democracy and education seem to warrant the acceptance of the following as a formulation of the fundamental elements of the democratic ideal:

1. Respect for the individual personality and faith in individual initiative, inventiveness, and adaptability.
2. Recognition of intelligent interactive adjustment of the individual with his environment as a basis of human welfare and happiness.

[5]Bixler, R. W., Op. Cit., p. 41.

3. Faith in intelligent discussion and appeal to reason as the best method of settling questions of policy and as essential to individual liberty.

4. Belief that authority in all matters of social control should be derived from the consent of the people.

5. Conviction that all institutions, including government, should be appraised in terms of their effectiveness in the promotion of human welfare and happiness.

6. Recognition of the increasing interdependence as affecting individual liberty, and of the need for controlling it to the end that the welfare of all shall be the interest of each and welfare of each, the interest of all.

Bode[6] defines Democracy...A social organization that aims to promote cooperation among its members and with other groups on the basis of mutual recognition of interests. Democracy, thus, is never a finished product but a continuous readjustment of mutual recognition of interests.

Educational administration as compared with mature industrial administration, from which it has drawn its pattern, is rather young. Adoption of the pattern of the corporation has affected the status of the teacher. Kirkpatrick[7] states that teachers are rapidly losing their professional status and that much apprehension exists as professors acquire the status of "mere employees."

Administrative domination has nourished a teacher resentment which has interfered with functional integration between faculty and administrative staff. Teachers often feel that it is a promotion to be moved from teaching into administration. Administrative salaries are higher and more public esteem seems to be enjoyed. Teachers look upon themselves as workers and on the administration as management.

The growing fission between teaching staff and administration must be checked by an integration of the interests of two groups. A social philosophy[8] is needed, founded on the concept of interaction.

Objective evidence to show the relative effects of democratic and autocratic atmospheres on the structure stability of groups was reported by Lewin.[9] Behavior was studied in the two atmospheres with leadership and atmospheres shifted from one to the other. The following is a brief summary of the results:

In the Democratic Atmosphere

1. More feeling of "we-ness."
2. More cooperative endeavor.
3. More expression of a matter of fact attitude.
4. Higher constructiveness.
5. Better developed feeling of group property and goals.

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[6]Bode, Boyd H., Modern Educational Theories. New York: The MacMillan Company. 1929. p. 3.

[7]J. E. Kirkpatrick, "The American College and its Rulers," New Republic.

[8]Newlon, Jesse H., Educational Administration as Social Policy. New York: Chas. Scribner's Sons. 1934.

[9]Lewin, Kurt, "Experiments on Autocratic and Democratic Atmospheres" The Social Frontier, Vol. IV. (July, 1938) pp. 316-319.

In the Autocratic Atmosphere

1. More expression of hostility among members.
2. Greater tension which resulted in a larger volume of social interaction, although there was less need of communication, as the members were told what to do.
3. Less stable group structure.
4. More dominating and less objective behavior.
5. More feeling of "I-ness".
6. More expression of personal feelings.

As a whole, Lewin found that the autocratic situation was characterized by a higher state of basic tension, less objectivity, and more hostile aggressiveness. Aggressiveness was not directed toward the autocratic leader but tended to make one of the members a scapegoat.

The task of the administrative and executive leadership of the college is to utilize a democratic policy making plan in such a manner as to provide, insofar as it is practicable, for the evolution of the will of the faculty and other groups concerned, through genuine cooperative activity.

Continuous self-survey, systematic and continuous study of the college program is a proposed technique to make faculty participation in policy making a reality. Bixler's College of Integrity[10] suggests that a student-faculty board committee be organized to function most informally for discussion of any educational problem. The president and dean would be ex officio members. All others would be elected.

A committee as suggested would be used by the president and the dean for initiating discussion; ideas would filter back to the student body, the faculty, and the board, to stimulate further discussion and specific proposals for definite consideration.

Professional Staff Self-Appraisal

The individual desiring to secure a position is usually concerned with making an analysis of his selected vocation and the characteristics demanded of the person in such employment. Lawther[11] has listed some of the traits and abilities which make for successful teaching in physical education. The older teacher might do well to re-evaluate himself in the light of these factors to be sure that desirable traits have been retained. The younger teacher could do well to be sure that he has these attributes to some degree before taking a position.

Personality--Personality has been variously defined and described. Appearance, speech, and carriage are essentials to be considered.

The public has come to expect the teacher of physical education to be a living example of his profession. The fact that much time is spent in activity and dress might be of rather informal type, does not condone carelessness of dress, speech and poise.

[10]Bixler, R. W., Op. Cit., p. 114.

[11]Lawther, J.D., and Davis, E.C., Successful Teaching in P.E. p.5.

Versatility--The first need is to be sure that physical education dovetails directly and positively into many other of the pupil's experiences. The tendency seems to be to sink deeper and deeper into specialization thus narrowing the scope and setting the program apart as an appendage. Versatility is needed in the wide extra-curricula program on the part of people qualified as physical educators. Many of the abuses and tangents taken by intercollegiate athletics would be minimized if physical educators were versatile enough to influence the direction.

Professional Aptitude-- The teacher of physical education who lacks ability in activities can expect to attain no more teaching success than the mathematics teacher who can't add. Teachers who shun activities on the premise that they are "Professors," jeopardize their status since the basic tools of the field are the activities.

Contacts--An old adage says, "It is better to have one friend of great value than many friends who are good for nothing."

Since physical education and athletics require specialized facilities usually set aside on most campuses for practical reasons, the staff has a tendency to be withdrawn from general campus activities. Prompt attendance of faculty meetings, college assemblies and student affairs should be the practice. Friendliness begets friendship.

Contacts between staff members, informal in nature, for the development of a line of communication built on wholesome friendship is desirable. Luncheon meetings, informal "get-to-gethers" would cement ties of mutual interests.

In-Service Education (General)

Education of the teacher is a continuous process which gains great impetus from on-the-job experiences. Barr, Burton and Bruekner[12] give results of research which show the most serious obstacles encountered in programs of in-service education:

1. Lack of time, heavy teaching load, heavy extracurricular loads, no suitable time of day.
2. Unprofessional attitudes of teachers.
3. Lack of money for providing professional books and magazines and suitable library facilities for staff.
4. Lack of planning.
5. Conflicts in personality between teachers and between teachers and administrators.
6. Weariness of teachers, teacher ill health.
7. General unrest in the school and community.
8. Authoritarian administration.

[12]Barr, A.S., Burton, W.H., and Bruekner, L.J., Supervision. New York: Appleton-Century-Crofts, Inc., 2nd Ed. 1947. pp. 746-747.

9. Teacher turnover.
10. Lack of supervision.
11. Life certificates.
12. Petty arguments.
13. Reading of bulletins by the principal.

Probably very few institutions are free of these serious obstacles to teacher improvement. There is need for individual campus-wide investigation of these road blocks with a view toward direct effort for improvement of teaching. An analysis of "unprofessional attitudes of teachers"[13] might be a suitable starting point for such a movement. Some of these attitudes are as follows:

1. Older teachers who have little interest in any kind of in-service education.
2. Indifference, inertia, complacency of teachers.
3. Vested interests of departments.
4. Lazy teachers who suhn work.
5. Degree-itis, teachers who think advanced degrees make study unnecessary.
6. Opposition to change of any kind.
7. Teachers "pass the buck" to administration.
8. Tenure makes teachers indifferent.
9. Suspiciousness.

With the knowledge that obstacles will be encountered in the endeavor for improvement, devices selected must be chosen with possible friction points in consideration. Goals of teacher, student and administrative growth, will not be accomplished without much hard work and a spirit of give and take.

Bixler[14] suggests that colleges should provide certain activities as a fundamental method of stimulating faculty growth and supply definite planning, encouragement and defrayment of expenses. These experiences, comprising continuous self-survey, are within the reach of most colleges. The following are a few:

1. Observation of the teaching of other members of the faculty, especially those with good teaching reputations.
2. Consultations with other teachers and discussion of teaching problems.
3. Working with other teachers on special projects related to the improvement of instruction.
4. Visits to other institutions to observe the work of teachers who are doing unusual or pioneering types of work.
5. Entertainment of visitors from other institutions.
6. Attending the meetings of professional organizations and participating in their formal programs and other activities.
7. Reading the professional literature.
8. Participation in local, state, and national public services.

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[13] Ibid., p. 746.

[14] Bixler, R. W., Op. Cit., p. 119.

9. Participation in the social, cultural, and religious activities of the lay community.

The college might provide the incentive for faculty growth by furnishing essential features such as:

1. A faculty library service including, (1) the acquisition of the most significant books in the special fields as recommended by individual members, (2) the maintenance of a collection of the most significant books on educational problems and social problems directly related to education, and (3) the maintenance of a well selected collection of periodicals, especially suited to faculty use.
2. A college publication service, for publication of the best studies and reports coming out of the continuous self-survey.
3. The maintenance of a fund for traveling expenses of members of the staff visiting other institutions and attending professional meetings.
4. A plan for sabbatical leave of one year on half salary or a half year on full salary, or some equivalent arrangement.
5. A plan for ordinary leave for those who wish to engage in other employment for a salary, or to take time on leave beyond the sabbatical.

In-Service Education (Specific)

Leaders in education at the National Conference on Undergraduate professional preparation in Health Education, Physical Education and Recreation[15] stated that institutions need to look beyond the period of undergraduate preparation and look to the needs of persons in the field. The suggestions included that colleges work cooperatively with state and local departments of education to develop in-service education programs. Organizing programs for keeping in touch with graduates after they enter the profession keeps the teacher education institution in touch with realistic educational problems and aids the college staff to grow professionally. A Job Analysis Study of Hampton Graduates in Physical Education[16] for the years from 1930 to 1950, revealed facts which are currently being utilized at the college.

Many colleges promote Freshman Week or its equivalent for a period of orientation for new students. This same period coming before the regular term opening could well be spent in faculty workshops, thus aiding teacher growth as well as student orientation.

According to Prall and Cushman[17] the essential features of a workshop are intensive consideration of practical problems that have arisen from the daily functioning of the teaching job, flexible and informal working conditions, active sharing by work-shoppers in developing plans for individual or group

[15]The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation, Jackson's Mill, Weston, West Virginia, May, 1948.

[16]A Job Analysis Study of Hampton Graduates in Physical Education--1930-1950, H. N. Neilson, Carnegie Grant Study, 1952.

[17]Prall, C.E., and Cushman, L.C., Teacher Ed. In Service. p. 201.

study, and easy access to a wide range of resources--in terms of staff, fellow participants, books, and other aids to learning. The best usefulness of a workshop is determined by the extent to which it is geared into the in-service activities of the regular year.

Individual institutions should be aware of problems requiring greatest emphasis. Most physical education departments might consider the categories as recommended by the Jackson Mill Conference, as points of focus for study:

1. Guiding Principles in Curriculum Planning.
2. The Physical Education Staff-Qualifications.
3. Recruitment, Selection, Guidance of Students.
4. Facilities and Equipment.
5. Resources--Human and Material.

Progress toward professional growth achieved during such a workshop could be retained by continuing the same sort of association and group thinking with a continuous exchange of views and experiences throughout the school year.

Summary

The quality of teaching is increasingly influenced by the experiences teachers have after they have entered the field.

A sound program of institution-faculty relations is necessary for the fostering of faculty growth.

The professional staff of the institution must be a part of the democratic administration of the college, creating a democratic rather than an autocratic atmosphere.

Teachers should submit to continuous self-appraisal to insure development of traits and abilities which make for successful teaching.

In-service education generally encounters some rather serious obstacles. Recognition of obstacles is the first step toward a successful program.

Continuous self-survey within the institution is a fundamental of faculty growth.

Many institutions could improve instruction through promotion of workshops held before the opening of school. The cooperative experiences started early in the year should be the keynote for the entire term.

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SURVEY REPORT ON FINANCING COLLEGE INTRAMURALS

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PURPOSE:

To determine the financial status of intramural programs for men at the college and university level.

PROCEDURE:

One hundred and twenty colleges and universities were invited to participate in this survey. Of this number, ninety-nine accepted.

The institutions were selected at random from "The Blue Book of College Athletics."

In order to be reasonably certain that the participating institutions were operating an organized program, only the colleges and universities employing a director of intramural sports were considered in this survey.

The following questionnaire was the principal device used in the formulation of this paper.

Questionnaire on financing intramurals at the college level

I. A. Name of School_____ Location_____
B. Enrollment of school, fall of 1952, men_____
C. Check (✓) type of institution. State___ Private___ Denominational___

II. A. Check (✓) source of revenue (Write in information if "e" or "f" apply)
a. Physical Education budget___ b. General student registration fee___
c. Intercollegiate gate receipts___ d. Fees from competing intramural teams___
e. Combination of___ ___ ___ ___ f. Others_____
B. Check (✓) which source of revenue (in items of Roman II above) you consider to be most satisfactory in administering an Intramural Program. a_____ b_____ c_____ d_____ e_____ f_____

III. A. What is your (approximate for men only) total budget for 1952-53?_____

IV. A. Do you consider your Intramural Budget (check (✓) one)
a. Inadequate? (Funds not sufficient to meet present objectives)_____
b. Adequate? (Funds sufficient to meet present objectives but does not permit growth)_____
c. Very adequate? (Funds sufficient to meet present objectives and provide for growth)_____

V. A. Are all Intramural Funds expended at end of fiscal year? Yes__No__
B. Can you carry over in a sinking fund any unspent budgeted balance? Yes___ No___

VI. A. Check (✓) items which are wholly or partially paid for from the Intramural Budget.
a. Salaries
1. Faculty____ 2. Students____ 3. Non students and employees____
b. Capital improvements such as courts, areas, etc._____
c. Maintenance____ Physical facilities____ Expendable equipment____

VII. Additional comments_____

_____

Name_____

Title_____

FINDINGS OF SURVEY;

The colleges and universities were divided into state, private, and denominational classifications. They were further divided into small, medium and large institutions. The population groupings of the latter classification were derived from a divisional average of the enrollments of all colleges and universities used in this survey.

TABLE I

Classification of colleges according to population and support

Classifications of Colleges	State	Private	Denominational	Total
Small (1 - 1999)	9	8	13	30
Medium (2000-6999)	22	11	5	38
Large (7000 & up)	15	11	5	31
Total	46	30	23	99

LOCATION OF AREAS RESPONDING TO SURVEY

Sectional Area	States in Sectional Area	Number of Colleges
South	Fla., Ga., S.C., N.C., Vir., W.Vir., Md., Tenn., Ky., Ala., Miss., La., Tex.	23
East	Del., N.J., Pa., N.Y., Conn., R.I., Mass., N.H., Vt., Me.	25

Sectional Area	States In Sectional Area	Number of Colleges
Great Lakes	Ohio, Ind., Ill., Mich., Wis., Minn.	23
Mid-West	Ia., Neb., Kan., Okla., Mo., Ark., S.D., N.D.	12
West	Col., Mont., Idaho, Nev., Ariz., N.M., Utah, Wash., Ore., Calif., Wyo.	15
Canada	Ontario	1
	Total	99

II. A. Source of revenue for financing intramural programs.

TABLE II

Source of Revenue by Population Classification

Classification of Colleges	Source of Revenue						Total
	1 P.E. Budget	2 Registration Fees	3 Intercoll. Gate Receipts	4 Fees from Competing Intramural Teams	Combination of 1, 2, 3, or 4	Others	
Small	20	4	0	1	4	1	30
Medium	15	9	0	0	10	4	38
Large	10	5	2	0	11	3	31
Total	45	18	2	1	25	8	99

TABLE III

Source of Revenue by Support Classification

Classification of Colleges	Source of Revenue						Total
	1 P.E. Budget	2 Registration Fees	3 Intercoll. Gate Receipts	4 Fees from Competing Intramural Teams	Combination of 1, 2, 3, or 4	Others	
State	18	9	1	0	14	4	46
Private	14	3	1	0	9	3	30
Denominational	13	6	0	1	2	1	23
Total	45	18	2	1	25	8	99

II. B. Sources of revenue considered to be most satisfactory in administering an intramural program.

Source of Revenue		Number of Colleges
a. Physical Education Budget		51
b. General Registration Fee		21
c. Intercollegiate Gate Receipts		4
d. Fees from Competing Intramural Teams		1
e. Combinations--		
Combination of a & b - - - - -	7	
Combination of a & c - - - - -	2	
Combination of a, c & d - - - -	1	
Combination of a, b & c - - - -	1	11
f. Others		
University Budget - - - - - -	9	
Admission at Events - - - - -	1	
Department of Education - - - -	1	11
Total		99

III. A. The (approximate for men only) total budget for 1952-53.

TABLE IV

Budget and Average spent per student by Support Classification

Classification of Colleges	Colleges Reporting Budget	Colleges With No Definite Amount for Budget	Total Budget for Colleges Reporting	Total Men in Colleges Reporting	Average Spent per Student in Program
State	35	11	$319,336.00	170,657	$1.87
Private	18	12	76,540.00	66,464	$1.15
Denominational	16	7	38,195.00	36,182	$1.06
Total	69	30	$434,071.00	273,303	$1.59

Range Spent Per Student By Support Classification

Support Classification of Colleges	Range of Amount Spent Per Student in Program
State	$ .44 to $ 7.88
Private	$ .30 to $ 4.81
Denominational	$ .14 to $15.00

TABLE V

Frequency grouping of amount spent per student in Intramural Program by Support Classification

Classifica-	Amount Spent Per Student in the Program by Grouping							Total
	.01-.49	.50-.99	1.00-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00 & up	
State	1	11	4	8	4	3	4	35
Private	3	4	3	3	3	0	2	18
Denomina-tional	4	4	3	4	0	0	1	16
Total	8	19	10	15	7	3	7	69

TABLE VI

Budget and Average Spent per Student by Population Classification

Classification of Colleges	Colleges Reporting Budget	Colleges With No Definite Amount for Budget	Total Budget for Colleges Reporting	Total Men in Colleges Reporting	Average Spent Per Student in Program
Small	17	13	$ 27,795.00	14,030	$1.98
Medium	26	12	$112,001.00	81,331	$1.38
Large	26	5	$294,275.00	177,942	$1.66
Total	69	30	$434,071.00	273,303	$1.59

Range Spent Per Student By Population Classification

Population Classification of Colleges	Range of Amount Spent Per Student in Program
Small	$ .51 to $15.00
Medium	$ .20 to $ 4.81
Large	$ .14 to $ 7.88

TABLE VII

Frequency Grouping of Amount Spent per Student in Intramural Program by Population Classification

Classification of Colleges	Amount Spent Per Student in the Program by Grouping							Total
	.01-.49	.50-.99	1.00-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00 & up	
Small	0	5	3	3	3	1	2	17
Medium	3	8	4	5	2	1	3	26
Large	5	6	3	7	2	1	2	26
Total	8	19	10	15	7	3	7	69

IV. A. Classification of the Intramural Budget as Inadequate, Adequate, or very Adequate.

TABLE VIII

Opinion of Adequacy by Support Classification

Classification of Colleges	Inadequate	Adequate	Very Adequate	No Comment
State	6	25	15	0
Private	5	13	11	1
Denominational	4	13	6	0
Total	15	51	32	1

TABLE IX

Opinion of Adequacy by Population Classification

Classification of Colleges	Inadequate	Adequate	Very Adequate	No Comment
Small	2	20	8	0
Medium	4	18	15	1
Large	9	13	9	0
Total	15	51	32	1

III & IV. Comparison of student expenditures with opinion of budget adequacy.

TABLE X

Comparison of student expenditures with opinion of budget adequacy of colleges reporting by population classification

Classification of Colleges	Budget Adequacy	Amount spent per student in program by grouping							Total
		.01-.49	.50-.99	1.00-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00 & up	
Small	Inadequate	0	0	0	0	0	0	0	0
	Adequate	0	3	1	3	2	1	0	10
	Very adequate	0	2	2	0	1	0	2	7
Medium	Inadequate	1	2	0	0	0	0	0	3
	Adequate	2	4	2	3	1	0	1	13
	Very adequate	0	2	2	3	1	1	1	10
Large	Inadequate	3	2	1	1	0	0	0	7
	Adequate	2	2	2	3	1	1	1	12
	Very adequate	0	3	0	2	1	0	1	7
Total	Inadequate	4	4	1	1	0	0	0	10
	Adequate	4	9	5	9	4	2	2	35
	Very adequate	0	7	4	5	3	1	4	24

V. A. Intramural funds completely expended at the end of the fiscal year.

Yes - - - - - - - - - - 62 No - - - - - - - - - - - - 27

B. Unspent budgeted balance carried over in sinking fund.

Yes - - - - - - - 16 No - - - - - - - 76 No comment - - - 7

VI. A. Items wholly or partially paid for from the Intramural Budget.

a. Salaries.

Type		Number of Colleges
Faculty (only)		8
Students (only)		33
Non-student and employees (only)		2
Combinations		
Faculty and students	9	
Faculty and non-students	0	
Students and employees	1	
Students and non-students and employees	8	
Faculty and students and non-students and employees	13	31
No salaries paid		25
Total		99

b. Capital improvements.

Yes - - - - - - - - - - 17 No - - - - - - - - - - - - 82

c. Maintenance, physical facilities, and expendable equipment.

Type	Number of Colleges
Maintenance (only)	0
Physical facilities (only)	0
Expendable equipment (only)	44
Maintenance and physical facilities	0
Maintenance and expendable equipment	11
Physical facilities and expendable equipment	3
Maintenance, physical facilities and expendable equipment	16
No items of c. paid	25
Total	99

SOME IMPLICATIONS OF THIS SURVEY:

It is not practical or feasible to discuss here in detail all the findings of the survey. The reader should refer to the appropriate tables for a more complete analysis of these findings. The following implications may be considered as being worthy of importance as a result of the survey.

1. Forty-five per cent of the colleges and universities finance their intramural programs through a physical education budget, while fifty-one per

cent consider the physical education budget as the most satisfactory method of financing an intramural program. This indicates a close relationship between actual sources of revenue and the methods considered most desirable.

2. Sixty-nine per cent of the colleges and universities reported that they operate on a definite budget. Fifty per cent of those schools with no fixed budget indicate a desire for a set budget. These findings imply that approximately eighty-five per cent of the schools either have or prefer a definite budget.

3. Intramural Departments expended an average of $1.59 on each of the 273,303 men students included in the survey. It was further found that state supported institutions spent an average of $1.87 per student in comparison to the private and denominational schools which spent $1.15 and $1.06 respectively for each student.

4. Fifteen per cent of the schools were of the opinion that their budgets were inadequate; fifty-one per cent considered their budgets adequate; and thirty-two per cent felt that their budgets were very adequate.

5. Sixty-two per cent completely expended all intramural funds at the end of the fiscal year. Seventy-six per cent make no provision for a sinking fund for unspent balance at the end of the fiscal year.

LIABILITY FOR ACCIDENTS OCCURRING IN INTRAMURAL PROGRAMS

Howard C. Leibee
University of Michigan

The question of liability for accidents occurring in school programs has fascinated me for several years. I really enjoy working at it and talking about it for it is a problem on which I find our profession insufficiently informed. Several researches, master's and doctoral theses and others, have presented the problem of torts for public school personnel. Little or nothing has been done for the protection of the college and university faculty member. Most of the college people to whom I have talked have the idea that "THEY CAN'T TOUCH ME." They imagine that they have some statutory or Divine Right immunity. Let me disintegrate this cloak of false security by saying at the outset that every person is liable for his actions and/or inactions if the actions result in injury to another whether he be at home or at work.

It is true that not too many cases involving college personnel have reached the courts BUT the principles on which such cases are and would be decided are established and it is these principles which I wish to discuss.

PRIN. 1 The general rule in the case of a state college or university is that there is no liability for injuries arising from torts occurring in connection with performance of whatever may be regarded as a governmental activity. That is, there is no liability on the part of the college or the university, but for individual faculty members, yes.

PRIN. 2 The general powers vested in a state college or state university includes authority to erect facilities and maintain an athletic, physical TRAINING (terminology used by the courts), and other games programs. There appear to be no decisions to the effect that intramurals are outside the governmental activity of the school.

PRIN. 2a Therefore, the rules of law generally applicable in the jurisdiction would seem to apply in cases which might arise in intramural sports.

PRIN. 3 The general rule is that Boards of Regents, Boards of Trustees, etc., are not liable for the negligent acts of their employees or agents.

PRIN. 4 Inroads are being made into the immunity that has in the past been granted the private or charitable school which is operating on a non-profit basis. In 1941, Brigham Young University was held negligent for an act of one of its faculty members. The general rule is still that such institutions are immune from the tortuous acts of employees but there is a swing of the pendulum in the other direction. If time permitted I could cite cases. Charitable institutions however are held liable for acts of their employees--as in the case where a hospital selects an incompetent nurse or the Board of Trustees selects an incompetent instructor, intramural director, or staff members.

PRIN. 5 The American Law Reports states that the weight of authority is that charitable educational institutions do not enjoy immunity from tort liability for injuries sustained by strangers or employees. However, there is respectable authority that they are not liable to strangers for negligent acts of their employees.

PRIN. 6 This brings up a very fundamental point for both state and charitable institutions. What is the legal status of the student, faculty member, and townsperson who uses your facilities and participates in your programs? Is he a licensee, an invitee or a trespasser? Upon this hinges your responsibility.

A. A licensee is a person who is privileged to come on the property by virtue of the possesor's consent either by invitation or permission. He is not a trespasser, but more of a "social guest." He is present on the land for his own purpose and benefit and not the property owner's. Courts have said that there is an obligation on someone's part to exercise reasonable care for the protection of the licensee. Furthermore, the statutes and common-law impose an obligation "to have safe premises" and to disclose to the licensee any dangerous conditions of the premise of which he has no knowledge. If the danger is made known to the licensee he assumes the risk and there is no further obligation to him. (This applies to the plant and to the facilities.)

B. An invitee is a person who is invited or remains upon the property for a purpose connected with the business which concerns the occupier. The occupier of the property is under an affirmative duty to protect invitees upon his premises not only against dangers of which he knows but also those which he might discover by reasonable care.

C. A trespasser is in reality an intruder and has no right to demand that a safe place be provided for him to trespass. In general he must assume the risks of what he encounters. There are two exceptions: First, the possessor of property is not free to inflict intentional injury on a trespasser, to set traps, to cause injury and to use unreasonable force to expell him from the premises. Secondly - once he is aware of the trespasser he must assume liability for affirmative acts of negligence that might cause injury. My legal friends, those in the Law School and practicing lawyers, tell me that in their opinion a student who has paid his tuition has the status of an invitee when he uses intramural facilities and equipment, and faculty and townspeople would assume the status of licensees. You can readily see the legal implications in each of these for you as program directors and/or supervisors. If a charge is made to the townspeople or to the faculty, they would have the status of invitees. Thus you can understand that under the status of invitees, you as intramural personnel have a legal responsibility to protect students against dangers which you already know and those you might discover by reasonable care.

PRIN. 7 In all states except Iowa, faculty members may be tort feasors and be held individually or collectively liable for negligent actions or inactions. This places the burden of responsibility directly upon each and every one of you when you are conducting your programs and even when you are permitting the use of facilities and equipment. And, although there have not been too many cases against college and university personnel, there is no

doubt in my mind that there could be and might be in the future. But above and beyond the possibility of a suit, is the prevention of injury to those who participate in your programs; that is, injury caused by negligence on someone's part.

PRIN. 8 When is one negligent. One is negligent when he fails to act as a reasonably prudent and careful person would act under the circumstances. If the injury could and should have been foreseen and prevented, liability is imposed if precautions were not taken. Another test used by the courts is the "But for" test. (If the injury would not have resulted "But for" the defendant's negligence then---). This is based on levels of actions or inactions.

PRIN. 9 Based upon cases studied, statutes, and court decisions, I would strongly recommend that you protect yourself against any possible tort suit by taking the following precautions for regularly scheduled intramural activities:

A. Require physical examinations for participants in highly competitive and/or rough sports such as boxing, wrestling, touch football, lacrosse, water polo, and distance runs in track. The University of Michigan has each student sign a card which states that he has had a physical within the past year and is physically able to participate. In my opinion this would suffice. For use of the facilities and equipment on the student's "own" you do not have the same degree of responsibility.

B. If you have a card which states that the participant relieves you and all others of any legal responsibility for injury, throw it away unless you use it for a "smoke screen." At least know that you cannot hide behind such a signed release if you are negligent.

C. If you have knowledge or should have had of a student who has been ill or injured, do not permit him to participate until approval has been secured from the Health Service of a recognized medical authority.

D. Make frequent and detailed inspections of your equipment gymnastic apparatus, ropes, springboards, screens for lights in handball courts, basketball backboards, softball bats (if you provide them), and weight lifting equipment.

E. Check the administration of conducting certain activities such as boxing, wrestling, touch football, and other dangerous sports. Make certain that you have qualified people handling these, for you may be held responsible if incompetent individuals are assigned to conduct these and injury results. This is a most recent trend in court decisions involving state and charitable institutions. Be sure that all safety precautions have been taken and if you cannot conduct the sport on this basis, I suggest that you omit it from your program.

F. Make certain that the area in which you are conducting an activity is safe. (Radiators protected; dangerous walls padded; play fields in good condition). DON'T CROWD YOUR SPACE. I know many schools play twice as many softball games, etc., on a given area as is safe.

G. Use only competent officials. I am well acquainted with your problems in this respect. But again, I say if you use incompetent personnel and injury results you may be liable. I would certainly instruct my officials to blow a "fast whistle" and to strictly enforce all infractions.

H. Provide adequate supervision (especially in the pool) on co-recreational nights and Open House programs. Supervision must be adequate in both quality and quantity and the nature of the activity determines the need.
I. If you do not want certain areas of your building and/or certain facilities used, LOCK them or close off the areas.
J. Have someone on hand at all times during which the program is in operation to render first aid; and, to further protect yourself, be sure that he is competent. Allow no one to give first aid who is not approved by you. On this matter the courts are very strict. They say that in case of injury requiring aid you must do one of three things: (1) render proper first aid, (2) summon medical assistance and (3) transport student to medical assistance. Thus a decision must be made by someone.
K. In case of injury, get a complete and detailed report with emphasis upon the details. Even a diagram may be necessary. As many details are necessary, as when you are reporting an accident to your automobile or when you have damaged another. You may need this information even months later.

PRIN. 10. In case you become the defendant in a tort suit, you may base your defense on one of the following:

A. Vis Major - Act of God.
B. Contributory Negligence - This means conduct on part of plaintiff contributing to harm he has suffered which conduct does not conform to standard required for his own safety. If any contributory negligence is proved, the plaintiff has no case. A student must exercise the degree of care for his own welfare that a person of similar age, sex, physical characteristics and intelligence would reasonably be expected to exercise.
C. Assumption of Risk - In the case of a licensee, you need to warn him as to the dangers of the facilities and equipment, but from then on he assumes the risk. In the case of the invitee (student) greater responsibility must be assumed by those in charge. The doctrine of Assumption of Risk does not apply in all jurisdictions. In most jurisdictions it does apply to participants in the sports - such as players on a golf course.
D. Immunity - legislative or judicial decision.
E. Liability insurance.

A SURVEY METHOD FOR THE REVISION OF AN INTRAMURAL HANDBOOK

A. H. Rhoads
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This survey method for the revision of an intramural handbook was never intended for the purpose as a paper to be presented to this group. The original intent was an attempt to obtain recommendations from the male student body of a specific university for the purpose of rewriting the 1952-1953 Intramural Handbook in terms of the students' point of view, so far as the selection of activities and the by-laws were concerned.

The survey has its limitations and may be of little practical value to you since:

1. It deals with a specific situation.
2. The contacted students were undoubtedly influenced by their past intramural experiences on campus.
3. The contacts were limited to approximately fifteen percent of the male student body.
4. The questionnaire was developed and administered by three members of an intramural sports class as a project to fulfill requirements in that accredited course.
5. It was limited to only the selection of activities and some of the by-laws governing the program.

No consideration was given to the improvement of the handbook through the use of motivating articles, pictures of the staff, championship teams, past records; etc., since the Intramural Director involved in this study, who has a limited budget, believes it wise to spend the monies available for the improvement of equipment and facilities rather than for additional pages and costly photographs.

As previously stated, the questionnaire survey was developed as a class project. Three students, one a Senior Student Director, were the workers. The questionnaire was organized in the classroom by those students counselled by the Intramural Director. An attempt was made to keep the questions brief, to the point and based on questionable by-laws of the past year and suggestions for the improvement of the program. Answers were "yes" or "no", with an opportunity to comment or offer recommendations. Each "projector" was assigned a classification of fifty students in fraternity, dormitory and general independent groupings. Each of the seventeen fraternities, two permanent dormitories, eighteen barracks type dormitories, apartment units, trailer camps, as well as students living in private homes were contacted. The arbitrary selection of the students to be contacted was left to the discretion of those making the survey.

The Intramural Director, after receiving the results of the survey, recontacted approximately fifteen percent of the students in the three classifications who had filled out the questionnaire. This method was used to be sure the job had been well done, and to prove the reliability of the results.

In all instances, the students who had filled out the questionnaires under the supervision of the projector, had spent an average of fifteen minutes, were not influenced in their responses, and felt if their comments and recommendations were given consideration it would result in a better program.

The results of the questionnaire were finally submitted to the Intramural Council for consideration for the purpose of rewriting the handbook for the ensuing year. The questionnaire survey results and the action taken by the Intramural Council follows:

Intramural Survey Questionnaire

Affiliation:
Fraternity 50 Dormitory 50 Independent 50

1. Have you read the 1951-52 Intramural Handbook? Yes 132 No 18

   Note: Those eighteen students were given an opportunity to read the handbook before answering further questions.

2. Did you find the 1951-1952 handbook satisfactory in organization and content? Yes 145 No 5

Comments
   a. The eligibility rule is too vague and should be rewritten.

3. Do you know the Director of Intramural Sports and his Student Directors? Yes 128 No 22

4. Are there sports not included in the handbook which should be added to the program? Yes 82 No 68

Comments
   a. There are too many sports now offered by the Department - 10
   b. The following sports were recommended:
      1. Golf - 42
      2. Boxing - 18
      3. Water Polo - 18
      4. Roller Skating - 6
      5. Billiards - 6
      6. Shuffleboard - 2
      7. Ice Skating - 2
      8. Archery - 2
      9. Hard baseball - 2
      10. Rifle Shooting - 1
      11. Chess - 1
      12. Recommended sports already in the program included: wrestling, badminton, track and swimming - 12

5. Should Varsity atheletes be eligible for intramural participation during the "off season or seasons"? Yes 118 No 32

Comments
a. Varsity athletes should devote more time to their studies during the "off season."
b. The Varsity athlete is too good in ability for intramural play.
c. The Varsity athlete receives a sufficient amount of exercise in his program.

6. Should a Varsity athlete become eligible if he leaves the squad? Yes 102 No 48

Comments
a. Yes, if cut from the squad.
b. Yes, under certain limitations.
c. Yes, in the early part of the season but not later.

7. Should the postponement, protest and forfeiture rules be changed? Yes 42 No 108

Comments
a. The forfeiture rule is too strict.
b. Retain the one forfeiture method but permit a team to request reinstatement within a twenty-four hour period. Failure to comply results in that team being dropped. In any case, two forfeitures drops a team.
c. A team must forfeit twice before being dropped.
d. A team should be granted more time to arrange a postponement.

8. Should the classification of fraternity, dormitory and independent groups be changed? Yes 3 No 147

Comments
a. All teams should be put in one league.
b. Give more attention and consideration to fraternity groups.
c. Fraternity groups should be classified as to size.

9. Should the present award system be changed? Yes 27 No 123

Comments (The give group)
a. Give more Key awards.
b. Give first and second place trophies.
c. Give an all sports trophy.
d. Give each fraternity league winner a trophy.
e. Give a trophy for sportsmanship.
f. Give independent champions a trophy.

10. Are there other recommendations for the improvement of the intramural program? Yes 67 No 83

Comments

a. Better officiating - 37
b. More publicity
c. Don't overlap sports
d. Bar fraternity men who are not playing for their teams from independent or dormitory participation.

Results

The findings of the questionnaire survey were reviewed by the Intramural Council for the purpose of modifying or changing last year's handbook. It was felt by this group there was significant evidence of student interest in the general program, and the governing regulations to follow the students recommendations as completely as possible. The following changes or modifications were recommended by the Council to the Intramural Director as a result of this survey:

1. The article of the by-laws pertaining to eligibility be rewritten for clarity.
2. The practice of permitting Varsity athletes to play during the "off season" be continued.
3. The practice of permitting a Varsity candidate to leave the squad and regain his intramural status be continued, but limited to the time the final cut is made, and before the first scheduled game is played.
4. Continue the practice of permitting one letter winner to play with a team of five or less players, and two letter winners to play with a team of more than five players.
5. The forfeiture rule to be rewritten as follows: If a team forfeits a game or contest, that team will be tentatively dropped for a period of twenty-four hours. If a request is made during this period, the team will be reinstated with the forfeiture counting as a loss. Failure to comply shall result in automatic suspension from that sport. In all cases, a second forfeiture shall suspend the team from further participation in that sport.
6. The postponement rule be rewritten to permit the postponement of a game or contest up to four hours before its scheduled time. The teams or players involved shall assume all responsibility for rescheduling and playing without assistance from the Intramural Department and the score sheet shall be turned in to the Intramural Office before the completion of league play or the next round of tournament play.

Consideration was given to the recommendations for additional activities, better officiating and awards. New activities will be added to the program with the completion of the golf course and the Student Center Building next year. Water polo will be added, if and when, it is possible to arrange a time for using a heavily scheduled Natatorium. Boxing, even though requested by a sizable minority, was given little consideration as a result of past experi-

ences, recent studies and expressed opinions by authorities; otherwise, due to lack of present facilities no sports were added to the program this year. The Intramural Council discussed the problem of officiating, but believed the problem a general one and the method used of conducting officiating classes for academic credit and assigning officials from that group as good as could possibly be used. The recommendation for more, bigger and better awards was considered but noc hanges in the present system made. Championship teams and individual champions shall continue to receive key awards and certificates of merit. Trophies are awarded through Interfraternity Council and purchased by that group.

It is believed this study accomplished what it set out to do. Many favorable comments have been made by students who feel they have had an opportunity to contribute. There is undoubtedly a better understanding of the regulations by all students participating in the program. The new forfeiture rule has saved several teams from suspension. In all instances, those teams carried their schedule through to completion. There have been no protests submitted this year. It has been the best year, in the Intramural Director's experience, and it is believed studies of this nature might well be used in many colleges and universities with the same ultimate results.

CURRENT PRACTICES AND TRENDS IN THE REQUIRED SERVICE PROGRAM OF PHYSICAL EDUCATION IN SELECTED COLLEGES AND UNIVERSITIES

Raymond A. Snyder
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STATEMENT OF THE PROBLEM. This study was designed to make an analysis of current practices and trends in the required service program of physical education in selected colleges and universities in the far west section of the United States. More specifically, this study directed attention to those aspects of the required physical education program which relate to participation of veterans, facilities and equipment, and administrative organization and staff.

METHOD OF PROCEDURE. A questionnaire was devised which treated the various aspects of the problem in relation to the specific information requested. It was sent to 109 institutions of higher learning including junior colleges, state colleges and universities and private colleges and universities. In each case the questionnaire was sent to the Director of Physical Education.

ANALYSIS OF THE FINDINGS. 39 of the 109 institutions which were forwarded questionnaires responded. Junior colleges, state colleges and universities, and private colleges and universities were represented in the replies. The number of schools from the various states contacted was as follows: California 16, Colorado 6, Washington 4, Oregon 3, Arizona 2, Idaho 2, Montana 2, Utah 2, and Wyoming 2. Two of the institutions surveyed indicated they had no required program of physical education. Of the 37 institutions providing a required program of physical education, the following answers were given to the questions asked in the questionnaire.

PARTICIPATION OF VETERANS

1. Are veterans required to enroll in classes of physical education? Yes 15 . No 22 . Two qualifying remarks were, (1) "Any kind of job lets them out" and (2) "Veterans must elect an activity for two semesters."
2. Is it your basic belief that blanket excuses from physical education should be granted to veterans? Yes 2 . No 35 .
3. Do you believe that experience in the military is equivalent to a program of required physical education? Yes 2 . No 35 .
4. If required of veterans, how many semesters? Range 2-8 semesters. Mean 4.2 semesters. Credit? Range 1-4 semester units. Mean 3.3 semester units.
5. Is there an age limitation for veterans which excuses them from the required program of physical education? Yes 15 . No 15 . If "yes"

what age limitation? Range 24-40 years. Mean 27.1 years. The one institution setting a limit of 40 years stated that each veteran was considered on an individual basis and was given advice as to his participation in the required program of physical education.

6. Is military training in your institution considered a substitute for required physical education? Yes 7 . No 27 . No replies 3 .
7. Do you believe in the principle of equivalence in evaluating military experience for physical education credit? Yes 5 . No 30 . No replies 2 .
8. Total number of veterans in your institution? 27 institutions reported a total enrollment of veterans as 9,915. Total number of veterans required to take physical education? 26 institutions reported a total of 1,699 veterans required to take physical education. Semesters of required physical education for all students in your school? Range 2-8 semesters. Mean 3.75 semesters.
9. What are your general comments concerning the participation of veterans in the required physical education program? (Listed in rank order according to frequency mentioned)
   (1) Military experience should not be considered a substitute for physical education.
   (2) Veterans should be required to take physical education.
   (3) No distinction should be made between veterans and non-veterans except in cases of disability and then the veteran should be given adapted physical education under the direction of a physician.
   (4) The best plan is to have veterans participate on a voluntary basis.
   (5) All veterans majoring in physical education should take physical education in the required program.
   (6) Veterans should pass skill tests or be enrolled in the required physical education program.
   (7) The excusing of veterans from physical education is the result of the recommendation of the American Council on Education and the Council of State College Presidents.
   (8) Standards for the required program of physical education should be set up by the State and enforced.
   (9) Veterans' attitudes are poor in physical education until they get into the program.
   (10) Veterans taking physical education fit well into the required program and enjoy it.
   (11) Experience shows that in some cases veterans need recreation skills more than non-veteran students.
   (12) One institution reported that 75 percent of veterans in the freshman class elected to take physical education.

FACILITIES AND EQUIPMENT FOR REQUIRED PHYSICAL EDUCATION

1. Is this a major problem in your college or university? Yes 18 . No 19 .
2. What inadequacies exist in facilities and equipment? List in order of importance to your program of required physical education. (Rank order of inadequacies are recorded within 5 categories in terms of importance to the program. These categories range from 1 signifying the inadequacy

of greatest importance to the program to 5 signifying the inadequacy was needed but judged to be of least importance to the required program of physical education. Within each category the inadequacies are ranked according to frequency mentioned.)

1st Category	2nd Category	3rd Category
Gymnasiums (1)	Gymnasium (1)	Gymnasiums (1)
Outdoor play areas (2)	Tennis courts (1)	Swimming pools (2)
Tennis courts (3)	Swimming pools (2)	Tennis courts (3)
Swimming pools (4)	Handball courts (3)	Outdoor play areas (4)
Handball courts (5)	Locker rooms (3)	Handball courts (4)
Golf facilities (6)	Golf facilities (4)	Golf facilities (5)
Activity rooms (7)	Indoor activity rooms (4)	Locker rooms (5)
Class rooms (8)	Outdoor play areas (4)	Apparatus room (6)
Indoor activity rooms (9)	Recreation equipment (4)	Equipment room (7)
Locker rooms (10)	Baseball field (4)	Squash courts (8)
Showers (10)	Corrective room (5)	
Apparatus room (11)	Audio-visual equipment (5)	
Adapted P.E. room (11)		

4th Category	5th Category
Handball courts (1)	Outdoor areas (1)
Tennis courts (2)	Camping facilities (2)
Track (3)	Indoor areas (3)
Bowling (3)	Heating plant (4)
Conditioning room (3)	
Football fields (3)	
Golf facilities (3)	
Locker rooms (3)	
Laundry facilities (3)	

3. What specific sports are restricted in your program of required physical education because of inadequate facilities and equipment? (Listed in rank order according to frequency mentioned)
(1) Golf (2) Swimming (3) Handball (4) Tennis (5) Badminton (5) Wrestling (5) Gymnastics (6) Archery (6) Softball (6) Soccer (7) Boxing (8) Basketball (9) Tumbling (10) Adapted activities (10) Apparatus (10) Speedball (11) Track (11) Squash (11) Baseball (12) Camping (12) Football (13) Equestrian (14) Judo (15) Fencing (15) Ring work and trapeze.

4. What improvisations have been made in the use of your facilities? (Listed in rank order according to frequency mentioned.)
(1) Use of high schools and elementary schools in area of college.
(2) Renting of private and municipally owned property.
(3) Use of YMCA and YWCA.
(4) Developed better cooperation between the men and women's programs.
(5) Use of spaces in stadia for various activities.
(6) Doubling up of classes on same play space.

(7) Use of corridors and other miscellaneous spaces in the gymnasium.
(8) Use of basketball floor for volleyball, tennis, badminton, and gymnastics.
(9) Play one-wall handball in gymnasium.
(10) Better scheduling of classes. Hold noon and evening classes.
(11) Freshman intercollegiate program slightly curtailed.
(12) Use of outdoor handball courts for volleying in tennis.
(13) Better cooperation with the military.
(14) Use of Quonset huts for wrestling and other activities.
(15) Use of classrooms for some activities.

5. Are you lacking outdoor space? Yes 18 . No 18 .

6. For how many years have you needed additional facilities and equipment? Institutions replying 30 . Range in years 3-50 . Mean 15.1 years.

7. Do you believe that new construction can be made more functional? Yes 32 . No 2 . In what ways? The following comments were recorded:
(1) Multiple purpose building and construction.
(2) Larger gymnasiums with folding doors.
(3) Aim toward education and not intercollegiate athletics.
(4) Instructional areas better prepared for their purpose.
(5) Construct 3-green 9-hole golf course.
(6) Construct each unit large enough for other type of activities. (Example - Handball courts)
(7) Cut down office space to include more instructional areas.
(8) Build facilities closer to the college or university.
(9) Develop more areas for teaching stations.

8. List the factors prohibiting the construction of additional facilities. (Listed in rank order according to frequency mentioned.) (1) Finance (2) Other building priorities which take precedent over building for physical education (3) Lack of understanding on part of administration of the needs in the area of physical education (4) General faculty opposition (5) Lack of suitable land (5) Lack of legislative support (5) Shortage of critical materials.

9. List the reasons why additional facilities will be needed by 1960. (Recorded in rank order according to frequency mentioned.) (1) Increased enrollment (2) To meet present needs better (many facilities are now out-of-date.) (3) To provide a broader and more varied program. (4) The need to provide better programs of professional preparation on both the undergraduate and graduate levels (5) Because of an increasing emphasis on physical fitness.

10. What plans have been made for new facilities? 32 of the 37 reporting institutions have developed plans for new construction.

11. What projects are now under construction? 32 institutions replied. 23 stated that no construction is now underway. 9 reported the following

construction is now in progress: New football field, new intramural fields, new field house to be completed in 1953, a ski tow and skating rink, 5 tennis courts, 1/5 mile track, 4 outdoor handball courts, new filter system for the pool and one school is remodeling its showers and locker rooms.

12. Does the program of intercollegiate athletics interfere with the use of facilities for the required program of physical education. Yes 17 . No. 20.

ADMINISTRATIVE ORGANIZATION AND STAFF

1. What office is directly responsible for the required program of physical education? 36 institutions reported as follows:
   (1) Office of the Director of Physical Education - 10 institutions.
   (2) Office of Chairman of Physical Education and Athletics - 8 institutions.
   (3) Office of Chairman of Physical Education - 5 institutions.
   (4) Office of Director of Health, Physical Education and Recreation - 4 institutions.
   (5) Office of the Dean of the School of Health and Physical Education - 2 institutions.
   (6) Office of the Chairman of Department of Health and Physical Education - 1 institution.
   (7) Office of the Director of the Division of Physical Education - 1 institution.
   (8) Office of Department of Physical Education for Men - 1 institution.
   (9) Office of Department of Athletics and Physical Education - 1 institution.
   (10) Office of Director of Health, Physical Education and Athletics - 1 institution.
   (11) Office of the Required Program of Physical Education - 1 institution.
   (12) Office of Dean, Registrar and Head of the Physical Education Department - 1 institution.

2. Do you have one faculty member assigned for administering the required program of physical education? Yes 32 . No 5 .

3. What is the average size of classes in the program of required physical education? 36 institutions reported as follows: Range 13.5 to 75. Mean 32.2.

4. What is the ratio of instructors to students in your program? 33 institutions reported as follows: Range 1 faculty member - 12 students to 1 faculty member - 200 students. Mean 1 faculty member to 73.7 students.

5. Degrees of staff members working in the required program of physical education? 37 institutions reported as follows:
   Total faculty working in the program of required physical education 290. Drs'. degrees 40 or 13.7%, Masters' degrees 159 or 54.9%, Bachelors' degrees 81 or 27.9%, Others 10 or 3.5%. One institution reported the use of senior students in the program of required physical education.

6. Rank of instructors in the program of required physical education? Total number recorded 287. Professors 30 or 10.5%, Associate Professors

51 or 17.8%, Assistant Professors 65 or 22.7%, Instructors 96 or 33.5%, Teaching Assistants 28 or 9.5%, Others 17 or 6%.

7. What activities are offered in your required program of physical education? (Listed in rank order of frequency mentioned.
Basketball, Swimming, Tennis, Badminton, Golf, Volleyball, Track and Field, Social dancing, Tumbling, Wrestling, Archery, Softball, Bowling, Folk Dancing, Touch Football, Soccer, Adapted Physical Education, Gymnastics, Boxing, Apparatus, Fencing, Handball, Football, Speedball, Baseball, Basic Skills, Rhythms, Skiing, Trampoline, Weight Lifting, Water Polo, Hiking, Games, Self-defense, Fishing and Fly Casting, Tap Dancing, Flag Football, Life Saving, Cage Ball, Diving, Horseback Riding, Ice skating, Orientation, Judo, Sailing, Bag Punching, Rowing, Canoeing, Crew, and Officiating.

8. Have you a written philosophy for the program of required physical education? Yes 24. No 13.

9. Are all students given a health examination before participation in the program of required physical education? Yes 30. No 5. One institution provides health examinations only for freshmen, another only for athletes. One institution replying "yes" stated that each student was examined sometime during the year.
By whom? Health service of the college or university 26.
Family physician 2.
City physician 2.

10. What are the trends in the required program of physical education? (Listed in rank order of frequency mentioned.)
(1) Toward a program including more activities with carryover values for recreational use.
(2) Toward a broader program including more activities of a varied nature.
(3) Toward a wider use of coeducational activities.
(4) Students will be given more opportunity to elect activities within the program.
(5) More attention will be directed to physical fitness.
(6) More emphasis will be given to individual and dual sports.
(7) Better means of evaluation and appraisal will be developed.
(8) More instruction will be devoted to basic skills.
(9) Better guidance will be developed in the program of physical education.
(10) Individual differences will play a greater role in the conduct and selection of activities.
(11) Students will be better classified into homogeneous groups.
(12) Better leadership will be developed to guide and direct the required physical education program.
(13) The program will become more informal.
(14) There will be a closer tie-up with intramurals and community recreation.
(15) Modified exercises will be eliminated and mass class activities curtailed.

(16) A daily program will eventually be offered for four years in the life of the college student.
(17) More competition will be encouraged.
(18) Swimming will be required for all students.
(19) Activity course manuals will be developed for all instructors.
(20) Smaller classes will be organized.
(21) More enjoyment will be experienced by participants.
(22) More adequate health examinations will be provided.
(23) The time substituted in physical education by students for varsity sports will be more limited in the future.

SUMMARY AND CONCLUSIONS

39 or 35.7% of the 109 institutions contacted, responded to the questionnaire. Nine states were represented in the replies. Responses were received from junior colleges, private colleges and universities and from state colleges and universities. It was found that 2 institutions of the 39 responding to the questionnaire had no required program of physical education.

Because of the time element no follow-up on the questionnaire was possible. No doubt the validity of the study could be improved with a wider sampling of institutions. The study, therefore, is quite limited in indicating the exact picture of current practices and trends in the required program of physical education. The data cannot be interpreted to reflect national trends since it was only gathered in the Western states. The study may, however, indicate a general pattern in this area of instruction. It is respectfully submitted on a tentative basis until further studies of this kind can be completed. Continuous studies should be conducted in the various districts of the United States to further ascertain current practices and trends in the required program of physical education.

PARTICIPATION OF VETERANS

1. Some progress is indicated in requiring physical education of veterans, however, continued efforts are needed to promote a program of physical education which will be designed to meet the needs and interests of all students, including veterans.

2. The general belief of professional personnel is that military experience is no substitute for physical education. At the same time the majority of institutions indicated no requirement for veterans. Perhaps the influence and direction of thinking created by the American Council on Education in, "Sound Educational Credit for Military Experience" has been felt in a large number of institutions of higher learning.

3. One out of four of the schools reporting indicated that military training was considered a substitute for the required program of physical education. This indicates that the College Physical Education Association should continue its fight which it has waged for over a decade against substitution of military training for physical education.

4. Although the College Physical Education Association stated in 1948, "That the experiences in physical training and hygiene received by college men while in military service be examined in each individual case, and

equivalence in kind and amount be determined before any blanket credit or excuse is given," 30 of the 35 persons replying to the question, indicated that they did not believe in the principle of equivalence in evaluating military experience for physical education credit. It is suggested that this problem be re-examined in the light of this study.

FACILITIES AND EQUIPMENT FOR REQUIRED PHYSICAL EDUCATION

1. The study indicates that regardless of interest, veterans' problems, or other circumstances physical education programs are being curtailed because of inadequate facilities and equipment.

2. Inadequacies in facilities and equipment of greatest importance to the program of physical education primarily concern individual and dual sports. The first six sports mentioned as being restricted because of inadequacies in facilities and equipment are of this nature or of a non-team variety. It is also observed that five of the six mentioned are particularly suited for recreational use because of their carryover value.

3. The study indicated considerable improvisation in conducting the program of physical education. This necessitated cooperation with off-campus agencies which may be of great importance to our profession.

4. Most of the improvisation dealt with administrative organization and the use of other facilities for the same activities. Does this mean that we are more resistant to curricular change? This question was not answered and should encourage future studies.

5. Some in the profession seem to think that the war years created the need for new and additional facilities. This study indicates a widespread need as early as 1937 and in some cases the need was present much earlier.

6. The first four factors, as indicated in this study, prohibiting the construction of additional facilities are closely associated. These factors appear to relate to the endorsement of the program of physical education by other faculty members and administrative officers. Better public relations and improved understanding of the program of phy sical education are indicated.

7. Although plans have been made for a considerable number of new facilities little construction is actually underway at present. The construction now in progress is minor in comparison to the need indicated in this study. The profession is challenged to carry out the plans already on paper and make suitable facilities a reality.

8. The problem of interference of intercollegiate athletics with required physical education is still with us.

ADMINISTRATIVE ORGANIZATION AND STAFF

1. The study indicates that no general pattern of organization or administration exists in the required program of physical education. In studying the titles of offices responsible for the required program and the organizational plans, little consistency is observed, at least in this study.

2. Although the evidence is inconclusive, it appears that the broad concept of our profession is not recognized in the organizational and administrative patterns. Of 36 institutions replying to the questionnaire, only 4 mentioned recreation in their departmental titles while 8 institutions recognized health by listing it in the titles of their departments.

3. The study indicates a question as to the proper place of intercollegiate athletics in the total program of physical education. The College Physical Education Association should develop standards for the administration and organization of the program of physical education.

4. This study indicates that better prepared personnel are working in the required program of physical education. Two out of every three faculty members in this area of instruction have the Master's degree or better. The evidence indicates that non-graduates are not being employed, except in rare cases, to teach in this program.

5. This study indicates that faculty members in the program of required physical education are being given more professional status. In this study one of two faculty members have professional rank; are assistant professors, associate professors or professors. When it is pointed out that some institutions recognize the instructor rank as having professional status, it makes the picture still brighter.

6. This study indicates that a wide range of activities are offered in the programs of required physical education. Over 50 different activities were mentioned and four of the first five in rank order of frequency mentioned were in the category of individual and dual sports.

7. The trends as listed by those filling out the qeustionnaires indicate the growing significance given to individual and dual sports and the increasing emphasis being placed on the recreational objectives in the required program of physical education. These trends indicate considerable progress in our profession and should give professional personnel a renewed faith in the future.

NEED FOR FUTURE STUDIES

This study only attempted to investigate the aspects of the required program of physical education which deals with participation of veterans, facilities and equipment, and administrative organization and staff. Future and continuous studies should be initiated in all aspects of the required program of physical education. The Committee on the Required Service Program of the College Physical Education Association is challenged to initiate, conduct, and publicize such studies.

WHAT IS BEING DONE IN REQUIRED PROGRAMS?

Dick Jamerson
University of North Carolina

With the permission of the chairman this report shall consist of two parts. The first concerns answers to certain questions posed to selected schools. The second, a brief report of a program for low-skilled students and some of their opinions about physical education.

To determine the nature of practices over a wide geographical area and in different type institutions the following questions were asked of selected schools in the eastern half of the nation.

1. Are veterans permitted to substitute their military experiences for physical education? The trend is definitely toward not permitting such substitution. Where substitution is permitted the policy generally in effect is to permit substitution only on the basis of equivalent experiences in military service.

2. Do you use any plan for classifying students in physical education? Several schools reported the use of a classification test. Such tests are used for purposes of (a) segregating high and low skilled students for instructional purposes, (b) providing a method of satisfying the physical education requirement, and (c) permitting more elective opportunities for the student. Apparently more attention is given, than in the past, to improving the required physical education program through the use of classification techniques.

3. Are written examinations required in all classes? In general there is no departmental policy covering this question. However, individual instructors usually use such examinations as one part of the final evaluation of the students' work.

4. Is credit granted for physical education? The pattern has changed little over the past several years, with two years of physical education the prevailing requirement. Four semester hours or six quarter hours is the usual amount of credit granted. In the case of two schools in particular, Oberlin College and Bates College, credit may be granted for three years work in physical education.

5. Special innovations which time does not permit reporting are: (a) Oberlin's elective credit plan, (b) Bates College third-year program, (c) Ohio State's soccer club development, and (d) Florida's syllabi for the required program which outlines for the student his specific requirements in physical education.

In the future an effort should be made to include on this program more reports of "special features" to the end that we may all benefit by the experiences of others in this area. Needless to say, each new idea, and each improvement contributes to improved standards in the profession.

For the second part of this report I should like to tell you of an experience with a fundamentals group in the program at North Carolina. We re-

quire that all freshmen take Cozen's General Athletic Ability Test. Those who score 304 or above go into the sports program (one quarter in boxing and tumbling, one quarter in wrestling and swimming--to pass swimming a student must swim a 300-yard individual medley--one quarter in an individual sport, one quarter in a team sport, and two quarters of elective work). Those who score below 304 go into the fundamentals program where they may remain for as long as two quarters. These students are retested at the end of the first quarter to enable them to transfer to the sports program if they score 304 or above. If at the end of two quarters they are unable to score 304 they are placed in the wrestling-swimming area; their remaining three quarters of work is elective, with the director of the program recommending specific activity on the basis of their past record. Of interest, I believe, is the fact that the freshman or varsity athlete may use his "sport" for physical education credit only once during the year (the quarter when the sport is in season), and that if he happens to fall below 304 on his test score he must take physical education in addition to participating in his freshmen or varsity sport.

As you well know there are always those who grumble about the physical education requirement. Oft times low-skilled students are thought to be the major objectors. Not infrequently we have failed in our efforts to educate the student with respect to the values of physical education in his total educational experience. This is revealed in the number of faculty and lay persons who see little value in physical education. Frequently this group is composed of those who lack skill in the performance of physical education activities.

During the fall quarter of 1952 we used a fundamentals group for a plan of instruction designed to "sell" physical education to the low-skilled student. Students in this group had scored 250 or below on their classification test. Their experiences in physical education at the elementary and secondary levels had been considerably limited; largely because of their lack of motor skill. During the quarter a determined effort was made to help these students, learn to appreciate physical activity; to learn to enjoy playing three games to the end that they might seek opportunities for participation at times other than the class period; to improve the basic motor skills of running, jumping, throwing, and catching; and to increase their general physical condition. The values of physical activity, sportsmanship, recreation and other associate and concommitant learnings were frequently discussed, before, during and after class.

Soccer, speedball and tag football were taught with major stress being placed upon the fundamental skills of each activity. An interesting observation was the success of the group in learning and playing soccer--an activity requiring little hand-eye coordination. In all three sports considerable progress was evident in skill development and there appeared to be much pleasure during the playing of games. The preference for play was soccer, speedball and tag football in that order; in direct ratio to their ability to learn the skills.

To improve basic motor skills time was devoted to drills involving jogging, starting, stopping, changing direction, broadjumping, throwing and catching baseballs, footballs, speedballs; forward rolls, falling, skin the cat, mat drills, general conditioning activities to develop specific muscle groups, and any other type experience which the instructor or class felt might contribute to the general physical improvement of the participant.

At the end of the quarter each student was retested and all had made some improvement on the test items. More important was the fact that daily more students remained after class to play, more were seen using the facilities on days other than class days, and finally the attitude toward the physical education program was generally much better at the end of the quarter than at the beginning.

But, why not let the students tell the story. The following quotes are from comments of students in the course. Each student was asked to tell what he thought about physical education, what function it served, his likes or dislikes; in fact, he was given the opportunity to speak his piece--signed or unsigned as he might wish. In addition he was asked to indicate the activities in which he would like to have instruction before completing his phy sical education requirement.

"...self-confidence is the main thing I have gotten out of Physical Education. I was never good in any sport, so generally I was left out and not invited to play any game by the boys in the neighborhood. I avoided gym in school by taking music and playing in the band. When I came to Carolina and had to take physical education I decided to try to like it. I have not developed many muscles this quarter, but much more important to me is the small amount of self-confidence that I have gotten from learning that I can play. You have finally taught me that a football can't 'bite'."

"Of all the griping and yelling the students who take physical education make there are few who can honestly say they have not enjoyed playing games. I for one think more emphasis should be made to see that everyone has to take it--one of its main purposes is to teach the individual to get along and cooperate with his fellow students."

"You have the pleasure of meeting and playing with other boys.... You also have the opportunity to learn the rules of almost all sports, so when you go to a game you will at least know a little about what is going on.... Many people don't like sports simply because they know nothing about them. In the physical education classes one is taught something about sports.... There is more to education than going to classes and learning from a book."

"After all we did not come to college to study alone, but also to widen our outlook on life. Although studying is a major part of our education, if we cannot play together we cannot hope to work together in the complex business world of tomorrow. I think I can get more out of physical education by being allowed to select the courses I want to take and the ones I am best suited for."

"It seems to me that the purpose of physical education is to promote better physical standards among the students....too you could add that physical education teaches a moral lesson in that it provides practice in getting along with fellow students. Some junior Einstein might say 'I'm majoring in physics and making A's and there is no need for me to take physical education.' This fellow doesn't realize that his brain won't do him much good unless he has a body to carry it around in. I believe physical education has a three-fold purpose, physical, mental and moral, and that the six quarters spent at the gymnasium on two days a week are definitely not wasted if a person will listen to his instructor."

"My first quarter in physical education has meant several things to me. First, the ability to understand more about sports in general, second, increased knowledge in specific sports (football, soccer, speedball), third, the

making of many new friends, fourth, increased physical proficiency. I don't know why I have to take certain activities, but as in other areas I suppose that those responsible for the physical education program know more than I about what is good for me in my college education."

"Certainly everyone who takes physical education will not become an All-American athlete, but it will help him in many ways to know the game he is playing. It has helped me to learn new games such as soccer and speedball. To me it has been a great help in overcoming physical difficulties."

"To me physical education provides a physical outlet for built up tensions and by doing some exercise this tension is released resulting in a happier and better feeling."

"I have made many friends in my physical education class. One of the most important things I have learned from my instructor is fair play, a thing that will benefit me in later life. My instructor always says that you can tell a man by the way he plays the game--if you know your opponent tagged you in tag-football, go ahead and say he did, don't argue about it."

"Physical education is just another course in the university requirements for graduation. The university feels that physical education is necessary for a well rounded curriculum of activities and that to keep each student's body fit is one of its duties (the university's). I neither like or dislike physical education."

"For a person to get through college successfully and healthfully physical education is as important as academic education....were a university not requiring physical education, there would be many who would not see it on their own, either through non-interest or a lack of spare time. Within a short period of time such students would become sluggish and impassive to actively following their studies and getting the most out of college life....That the program here offers such a wide and varied number of activities is commendable, but to require a student to participate in certain specific sports, such as swimming, wrestling, tumbling and boxing is a matter of opinion. I don't think this is the best procedure. I think it would be better to require so many individual and so many team sports and let the student choose according to his own wishes."

"America is known as the most democratic country in the world. She is also known as the most athletic. Yet, here in this land of freedom of choice, athletic activities are forced upon those of us who do not want them. The only arguments I have heard for physical education are by those people who make their living from it. They assert that by taking physical education six quarters, a student's life expectancy will be longer, and his life more wholesome, happier, and cleaner. Just why will my life be longer, more wholesome, happier, or cleaner just because I have been enmeshed in the grinding wheels of physical education. Spiritual development is much more important than physical. Why then aren't we forced to attend church. The reason is that, in that most important single factor in one's life, we have been granted freedom of choice. Yet, we are not allowed to choose whether or not we will prance about on an athletic field and see just how childish and selfish we can become. Fair play and sportsmanship are forsaken for the sake of winning a game which will gain us naught either we win or lose."

"I am low skilled and have always been left on the sidelines in classes or games. For the first time I have been treated as an equal in physical educa-

tion. I have had fun learning to play, for once phy sical education has been interesting and not a pain in the neck. I am still not certain that it is essential to my future, but I can see the value of learning to mix with folks."

The activities desired by the students present an interesting and in some instances a surprising choice. Their rank choices were as follows:

Swimming	17	Wrestling	7
Tennis	13	Soccer	7
Golf	13	Softball	4
Boxing	10	Track	2
Basketball	9	Handball	2
Tumbling	8	Volleyball	2
Fencing	8	Badminton	2
Tagfootball	8	Archery	1

These student comments seem to indicate a rather wholesome attitude toward physical education.

No attempt was made to compare student attitude at the end of the course with attitude at the beginning or with another group where the emphasis might not have been as pointed as it was in this instance. We feel that the results justified our efforts, and we are quite certain that learning and appreciation in physical education can be improved where effort is directed toward student understanding and thinking about physical education rather than the student quantitatively satisfying a University requirement in this area.

PROGRESS REPORT

Sub-Committee I on Trends

CURRICULUM RESEARCH COMMITTEE OF THE
COLLEGE PHYSICAL EDUCATION ASSOCIATION

Charles C. Cowell (Purdue), Chairman
John H. Burr (Howard)
Charles Erdman (DePauw)
Darwin A. Hindman (Missouri)
C. O. Jackson (Illinois)
King McCristal (Michigan State)
Carl T. Nessley (Ohio University)
Hartley Price (Florida State)
Wesley Staton (Florida)

I. INTRODUCTION

In curriculum development the first general assumption to be made is that education takes place in a society. This society is dynamic, therefore the most basic element in the design of a curriculum must be some consideration of the social trends, processes and forces operating within the social framework of our democracy.

Physical education, as an integral part of organized education, has a great social function to perform. At its best, it aids individuals in learning the ways of democracy, meets health and social needs and develops social values. However, without continuous awareness of the problems of society we run two serious risks:

A. We shall have a rather unrealistic perspective of our objectives.
B. We shall run the danger of educating people for a world which no longer exists.

A trend is "an inclination in a particular direction or course" -- a "straw in the wind." Certainly, our function in education is to foster socially desirable trends -- help perpetuate and encourage them and to reverse the direction of socially undesirable trends. But what are some of these trends which are so basic and have implications for the physical education curriculum if it is to be a dynamic, functional, living thing?

II. TRENDS

A. Population Trends*
   1. By 1980 it is estimated that 1 out of 7 people in the U.S.A. will be over 70 years of age. 2 out of 3 will be under 19 years or over 45 years.

*Brace, David, "Some Data on the Population of the United States" Professional Contributions No. 1. American Academy of Physical Education, 1201 Sixteenth St., N.W., Washington 6, D.C.

2. By 1970 Russia may have 32 million men between ages 20-36, the U.S.A. shall have 18 millions, other European nations combined will have 19 millions. No estimates for Asia are mentioned.
3. During the last census, the greatest population increases in cities over 25,000 were in states with favorable climates -- migration being a factor.
4. The highest birth rate per 1,000 white women in the U.S.A. is in the 20-29 year groups.

B. Death Rate Trends
1. Accidents, the chief cause of death for boys and girls ages 5-9 and for boys 10-19. Second for girls 10-19. This includes death by drowning.
2. Deaths from communicable diseases decreasing. Those from degenerative diseases increasing.
3. Between 1930-46, the death rate per 1,000 for children 5-19 years declined from 61.2 to 68.8% for girls and from 44.3 to 56.7% for boys.

C. Mental Health Trends
1. Between April 1942 - March 1943, mental disease and deficiency was the chief cause for rejection from military service.
2. Of 500,111 men receiving pensions from World War II, nearly 2/5 (194,459) were for neuropsychiatric disabilities.
3. Of these, 82.22% never left the country. Of those that did, 17.78% were never in combat zones.
4. The State and Federal governments now spend $200,000,000 a year on care of the mentally ill, but less than $1,000,000 on research for prevention and cure.
5. There are 600,000 chronic alcoholics in the U.S.A., 2,400,000 excessive drinkers, 3,000,000 compulsive drinkers, and 3,750,000 inebriates. The cost to the American public is one billion dollars a year. In 1942, 25% of arrests were for drunkenness.
6. 3,000,000 children have emotional and behavior disorders. In 1945, 122,000 children went through 374 Juvenile Courts. 80% of people imprisoned were under 25 years of age.

D. Technological Trends
1. When the U.S.A. was born, muscular power was the principal source of energy. Today, about 2% of our industrial energy has its source in muscular power. Where it formerly took the majority of people at work on farms to feed the population, today, perhaps 15% would be a reasonable figure.
2. New discoveries and inventions change processes and frequently make certain trades practically obsolete as the farrier who shoes horses.
3. Mass production and assembly-line methods are conducive to boredom, fantasy and unwholesome escapes when emotional needs of creativity, recognition, mastery and achievement and the like are thwarted.

4. The 40-hour week with paid vacations is now standard and a shorter work week in the offing with atomic energy around the corner.

E. Trends in Moral and Spiritual Values

1. Ratio of divorce to marriage increasing steadily in 16 states. The total divorce rate up 800% in the past few decades. In 40% of the divorces children are involved to a total of over 300,000.
2. Few schools teach philosophy, ethics or religion and few have integrated programs aimed at the development of specific moral and spiritual values.
3. Our commercial habits of thought which have brought material gains and have won games, often lead us to ignore the question of values. And the value system, the methods and techniques for dealing with social conflicts in an era of science and technology -- apparently -- need revision.
4. Cooperation and "team spirit" as group unity related to games and sports in a highly competitive situation is often maintained only so long as some feeling of hostility exists toward the opposition.
   How can long-term unity result from competitive athletics and how can we tell to what extent the threads of fellowship and kin-sympathy are being broken?
5. The "boster" clubs, the sporting press, the gamblers, the motion picture, radio, television -- even the comic book is in strong competition with organized education, the church, the home and other institutions. Do we have a clear vision of the values on which American democracy must rest?

F. General Trends

1. Overstimulation. Emphasizing speed, new records. The unrelated isolated "courses" in school where children have little chance to consolidate experiences into some sort of unity and where experiences often become meaningless blurs. The incessant, but unintegrated activity, "the work hard and play hard" philosophy, the anxiety and emphasis upon efficiency without consideration for relaxation and contemplation.
2. Tremendous Increase of Wants. The pressure to "keep up with the Joneses", the effects of our high-pressure advertising and its effect upon raising, unduly, our level of aspiration beyond our capacity to achieve. The desire to have the prestige which material possessions bestow in our culture encourages us to take great risks -- that border on crime and delinquency -- to achieve our ends.
3. Uprootedness. The anonymity of tenements and apartments and life in great cities coupled with the frequent moves necessary to find jobs has its negative individual and social outcomes. Without family ties, community ties or traditions, without a particular sense of belonging, a sense of personal worth in social terms is practically impossible of achievement.
4. Insecurity. Man is motivated by the direct operation of organic affectional and prestige needs and he learns to react to any threat to the means by which he satisfies these needs. Fear of the loss

of his job, old age, the necessity of his boy having to quit school and go to work, the seasonal business cycles, war and a host of other conditions create anxiety and fear -- a feeling of insecurity which is originally and basically biological.

To help young people face difficulties with understanding and resolution instead of timidity and fear is a social function of the home and the school.

3. Competition. The American criteria of "success" can bear re-examination. Very often the children who have done creditable work in school come to feel that they are failures because others have surpassed them. The boy who doesn't make the team and is "cut from the squad" will sometimes lose all interest in school and want to quit. The attitudes and emotions developed in a strongly competitive culture must be examined along side of the ideals we set up for democracy. The temptation to cheat and to win desired goals in questionable ways is strong when the socially acceptable ways are blocked.

III. SUB-COMMITTEE ACTION

A. Division of Responsibility

The sub-committee is endeavoring to clarify its task and solicits specific suggestions from the membership. Committee members are giving attention to the following areas:

1. Intercultural Relations -- John Burr
2. Moral and Spiritual Values -- Hartley Price
3. Mental Hygiene -- C.O. Jackson and King McCristal
4. Cultural Anthropology -- Carl Nessley
5. Social Functions of Physical Education -- Charles Erdman
6. Specific Curriculum Trends -- Darwin Hindman
7. Health and Gerontological Trends -- Wesley Staton

B. Bibliography Development

1. Lists of books and articles related to the areas mentioned and not too remote from the physical education curriculum are being developed. Suggestions are welcome!

C. The Final Goal

1. To come out with rather specific insights and perspective into the physical education curriculum as viewed from standpoint of social trends and forces.
2. To suggest more valid and adequate bases for curriculum development.

SUB-COMMITTEE ON TRENDS

Hartley D. Price
Florida State University

SOCIAL, MORAL AND SPIRITUAL VALUES

1. Effective integration of the developing individual, physically, mentally, morally, and spiritually should be a guidepost of the educational process. In physical education the means of accomplishing this desirable end is through big-muscle play activities that are predominately interesting to the participant himself.

2. Favorable conditions are needed for effective integration of the developing individual. Favorable conditions ought to be provided during the entire course of growth and development, biological physiological and psychological, and social so that favorable integration may result in effective personal and social adjustment. The nature and needs of the developing individual should be kept in view always.

3. The developing individual should learn to make effective adjustment to himself, to objects and events, and to other people. The psychological operations should be integrated effectively and progressively throughout his lifetime. Psychological operations include habits, skills, attention and interest, emotionalized action, motives and problem-solving, personality or character.

4. The physiological, mental, social, moral and even spiritual needs of the whole organism should be taken into consideration.

5. For effective adjustment, the individual should acquire social, moral and spiritual values that will enrich his life.

6. The individual rather than the activity should be the focal point of attention.

7. Physical education should be responsible within the program for the controlled adjustment of the developing individual.

8. If education is to improve society, the individual should learn to control his conduct beyond the demands of society.

9. Activities should appeal to the immediate interests and desires of the individual. The leader should superimpose standards upon wants. Through interesting activities adapted to his needs, the individual should acquire desirable controls of conduct.

10. The selected activities should fit into the social pattern of the individual so that the psychological operations may be given social expression.

11. Physical education should direct learning so that improved conduct may contribute to personal and social adjustment.

12. Ideals must be inculcated which will play a dynamic part in self-improvement.

13. Stimuli should be selected for the developing individual so that he may be ever eager to improve himself.

14. In physical education, motives should be utilized which will prove effective in realizing the objectives. The individual should be ghided to

effective integration through appealing and interesting activities,

(a) A varied program should be offered so that everybody may gain a measure of success in some activity for personal satisfaction and social approval.
(b) The interests, wants, or desires of the individual should be the foundation upon which the program should be based. Physical education should endeavor to steer such wants into channels favorable to the person and acceptable to society.
(c) Self-expression may be encouraged through participation in interesting and challenging activities. Obstacles should be arranged that are progressively difficult and which, when overcome, will afford satisfaction. Such effort leads toward self-discipline and effective adjustment. The individual should receive much encouragement, too many disappointments should be avoided. Self-confidence should be the outcome.

15. Learning and teaching: Learning depends upon present conditions and previous experience of the whole organism. Previous experience affects the response of the developing individual. Control of the stimuli may change the response. Habits, skills, knowledge, attitudes, and appreciations should be acquired that will lead toward improvement of conduct and adequate personal and social adjustment.

16. The individual learns by doing. His growth and development occur through self activity.

(a) In physical education learning activities should be planned.
(1) The leader should endeavor to make the developing individual as adaptable and as flexible as possible from the standpoint of skills.
(2) The learner may treat the skills as ends in themselves but the teacher should utilize them as means to other ends.
(3) The best type of instruction provides conditions in which the individual will be motivated to develop himself to full potentiality. Interest should be the focal point of instruction.

17. The school as a social agency for effective social adjustment (socialization) of the individual: The individual and society should be considered together; one cannot exist without the other. The school is one means of promoting social relationship; students should learn to make adequate adjustment to each other and to all the social instructions that are entailed in their life together. The various psychological operations should become progressively social in character from childhood to adulthood. Habits, skills, knowledge, emotionalized actions, problem solving, and character traits should take on social meaning. In progressive socialization, individual initiative and responsibility should be encouraged.

(a) The objectives of physical education should be social in character. The attempt should be made to gain controls of conduct in the individual which will enable him to become effectively socialized.

18. In physical education those factors of competition should be encouraged that lead toward the attainment of the objectives. Cooperation should be attained through cooperation. Therefore, it is essential that competition and cooperation be considered in terms of needs, capacities, and interests.

19. Under wise leadership, self-discipline should be encouraged by participation in activities that are both difficult and interesting, and that require personal effort. The activity should challenge the individual to discipline himself to overcome the difficulty.

(a) Physical education offers excellent opportunities for effective training in manners and morals if the leaders use the activities as a means to an end rather than as ends in themselves. The program should be centered around activities in which self-discipline may be developed.

(1) Physical education should strive to gain self-direction in the individual according to social, moral and hygienic standards. The important feature of an activity is wholesome interest and effort. Then it is possible to superimpose standards upon his wants.

20. Leadership and "followership": Leadership and "followership" are two closely related features of the social process in a democratic cooperative society. A competent leader should know the worth of cooperative followership by actual experience.

(a) In physical education a stimulating atmosphere of learning should be promoted so that the developing individual may lead and be led to best advantage.

(1) Athletics are admirably suited for progressive leadership.

21. Moderation: Society should strive to provide conditions in which moderation becomes a guiding rule of conduct throughout life.

(a) In physical education and athletics moderation is desirable. The aesthetic, social, moral and even spiritual values of sport should be striven for. Other values should not be sacrificed for the sake of winning.

22. The preceding principles together with their implications for the teaching situation should become rules of procedure if the objectives of physical education are to be realized effectively. Ideally then, physical education should endeavor to contribute to the effective integration and to the joyous development of the individual physically, mentally, morally, and socially, through the agency of big-muscle play activities that are presented according to the needs, capacities, and interests of the developing individual so that the problem-solving patterns of conduct on the one hand, and the development of a self-disciplined, integrated personality on the other hand may become effective in a forward-moving, social setting.*

*Items 14-22 from unpublished Ph.D. Thesis of Hartley Price, The Establishment of the Principles That Are Essential For The Realization of the Objectives of Physical Education.

DESTRUCTIVE FORCES AT WORK

1. The highly competitive program with its large spectator audience is not a desirable trend. Giving vent to hatreds, boos, and abusive threats, real or bogus, does not tend to raise moral and spiritual values.

Ideally, the trend should be toward sportsmanship and cooperation. These attitudes contribute to social, moral and spiritual values.

2. Conflict between ideals of individual and practice in society, e.g., the teaching of Christianity (love thy neighbor) vs. Atomic Age; War or Police Action; Marriage and Divorce; "Battle of the Sexes;" Prevalent attitude "it is o.k. if you can get away with it!"

3. Hypocritical attitude between parents and children.

(a) Breaking traffic laws and boasting about it.
(b) Drinking in a dry county.
(c) Home example poor for individual trying to abide by training rules.

4. The dishonest practice connected with the "win at any cost" philosophy or "big-time" athletics.

(a) Not abiding by the spirit of the rules.
(b) Gate receipts determining the comparative status of sports. All sports are of equal importance in respect to their value to the individual.
(c) Gambling in basketball.

5. Mediocrity rather than excellence seems to have been accepted by our society. Excellence, however, should be stressed and insisted upon.

"The true champion should seek excellence, physically, mentally, socially, morally, and spiritually."

6. Children may cultivate social, moral, and spiritual values in haphazard manner. If a poor example exists at home the effort of a competent teacher is often overshadowed.

7. The best qualified people are not attracted to the teaching profession. A more desirable group would be attracted if greater remuneration were offered for services rendered.

8. Too much tension in our highly industrialized society. Perhaps a philosophy is to be desired in which the finer values of life are emphasized. The world is full of values which may be had merely for the asking, the taking, the seeing, the enjoying. "Keeping up with the Jones' " is a wearying, wearing, never-ending process. We should be more concerned about "How we regard ourselves rather than what other people think about us." "To thine own self be true and it will follow as the night the day; thou can'st not then be false to any man."

Happiness is an elusive thing which escapes the grasp if the effort is made to fine it. Happiness is a concomitant to the individual who enjoys a full rich life.

SUB-COMMITTEE II -- OBJECTIVES

Karl W. Bookwalter, Chairman
Indiana University

Last year this group was presented with several proposals of possible procedures for eliciting the outcomes appropriate to physical education. At this time, the following specific plan of attack is selected and proposed for your criticism:

Step 1. That we select a school level, 1st to 3rd, 4th to 6th, 7th to 9th, or 10th to 12th grades, for initial attack. It is suggested that perhaps the latter level would be the most fruitful starting point.

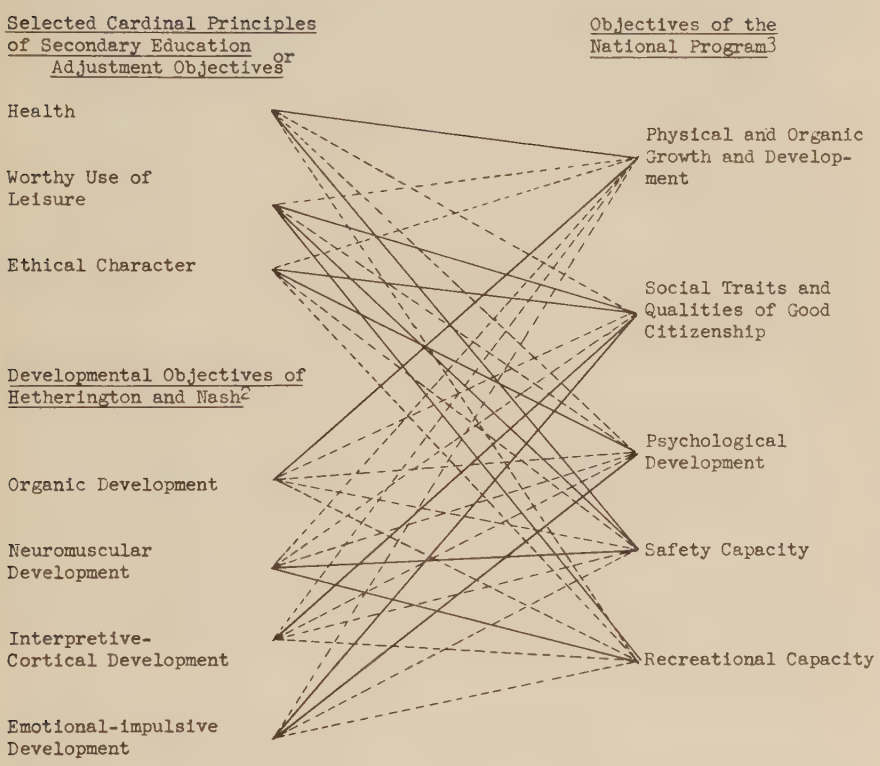
Step 2. That the activities for which the outcomes are to be selected be those of the Physical Education Curriculum, recently revised by LaPorte and his associates.

Step 3. That remote objectives of adjustment be a primary basis for eliciting outcomes from these activities and that the contributions of the above activities to intermediate developmental objectives be considered in light of each remote objective. Evidence is shown to indicate that the objectives of the Physical Education Curriculum will be met by this analysis.

At the discussion of this sub-committee report, the group recommended:

1. That the work of the Curriculum Research Committee be continued and stepped up.
2. That the work be initiated on the 10th to 12th grade level.
3. That the activities listed in The Physical Education Curriculum be exploited for potential outcomes.
4. That the Adjustment-Developmental analysis be employed for each activity and for grades 10 to 12.
5. That women in the field be asked to cooperate in the project so that the results would be valid for boys and for girls of these grades.

OBJECTIVES OF PHYSICAL EDUCATION[1]



[1]Indiana State Department of Public Instruction, Physical Education, Bulletin Number 126, 1946, p. 15.

[2]Nash, Jay B., The Administration of Physical Education, A. S. Barnes and Company, New York, 1938, pp. 103-145.

[3]LaPorte, William R., The Physical Education Curriculum, The University of Southern California Press, Los Angeles, 1942, p. 8.

INTERDEPENDENCE OF ADJUSTMENT AND DEVELOPMENT OBJECTIVES

INTERMEDIATE BIOLOGICAL OBJECTIVES OF DEVELOPMENT	REMOTE SOCIOLOGICAL OBJECTIVES OF ADJUSTMENT		
	HEALTH	WORTHY USE OF LEISURE	ETHICAL CHARACTER
ORGANIC DEVELOPMENT PHYSICAL CONDITIONS	Normal physical growth and develop. Normal body weight for type Wholesome appetite Proper elimination Increased cardio-vascular efficiency Increased resistance to fatigue and infection Muscular strength and endurance Reserve vitality to meet emergency Correction of remedial defects Improved tonus of antagonistic muscles Proper bathing to prevent skin and respiratory infection Normal developmental level for age	Physical force conducive to participation in leisure sports Condition permitting of successful performance in recreative activ. Removal of defects which hamper participation Tendency to draw others of equal physical development into partnerships in physical activities Strength and endurance sufficient to enable one to assist others in emergencies	Bouyancy and vitality of manner Happy frame of mind Physical force enabling one to do his share of life's work Pleasant manner due to good health Ability to retain one's mental poise under trying conditions Industry due to vitality Socially desirable physical poise Self-confidence and self-respect Bodily cleanliness assuring inoffensiveness Keeping physically fit for service to one's country
NEUROMUSCULAR DEVELOPMENT HABITS AND SKILLS	Skills sufficient to promote normal all-round phy. develop. Reinforcement through rhythmic action of normal body rhythm Relaxation and recreation from work by use of leisure skills Ability to handle body safely Efficient functional posture Improved skills through improved general motor firmness Skill in applying First Aid treat. Ability to fall safely	A varied repertoire of skills in seasonal sports and the habit of participating in them Rhythmic action which enables one to acquire leisure activities more readily Safety skills in recreative activities Ability to attract others of equal skill into partnership in physical activity Leisure value of observing others participate enhanced by having the skills one's self	Ability to occupy one's leisure in socially acceptable activities Skills which enable one to enjoy recreative activities with the other sex Skills which attract others to the individual (grace, smartness, etc. Ability to assist in leisure activ. Ability to occupy one's leisure in socially acceptable activ. Ability to save others from drowning
INTERPRETIVE-CORTICAL DEVELOPMENT KNOWLEDGES, JUDGMENTS AND INSIGHTS UNDERSTANDING	Understanding one's physical condition and capacity Understanding of safety rules and procedures Understanding of accepted health rules Knowing the rules of train. or cond. Understanding how to train and condition one's self for comp. Knowing how and why to maintain correct posture Knowing how to obtain proper treatment	Playing knowledge of rules, techniques, and strategies in a varied repertoire of seasonal sports Understanding of sports sufficient to make one an intelligent spectator Knowledge of the importance of physical recreation in the normal life	Knowledge of rules of good sportsmanship Knowledge of good form and ability in others' performances Knowledge of how to care for property Insight into the general principles which arise out of special amenities Knowing where and how to impart one's recreative skills and knowledges to others Understanding what constitutes fair dealing with others
EMOTIONAL IMPULSIVE DEVELOPMENT IDEALS, ATTITUDES, AND APPRECIATIONS	Nervous force and control Normal desire for good health and bodily condition Cautious observance of safety precautions in recr. & school play Alertness to quackery & superstit. Willingness to submit to health serv. Practice essent. rules of health Elimination of undue worries & fear	Interest in and desire to participate in a seasonal repertoire of sports Interest in nature and outing activities Proper attitude toward one's team, one's opponents, and fellow spectators Apprec. of the difficulty and quality of performance of those one observes Apprec. of worthwhileness of phy. recr. act. Mental & phy. relax. from phy. act. Enjoyment of observ. well played and sportsmanlike activities Apprec. of good sportsmanship in others	Functional standards of conduct in sports situations Respect for duly constituted rules and authority Respect for the rights & privileges of others Respect for property Self-control in emotional situations Desire for recreational opport. for others Willingness to cooperate with others Sense of humor and sympathy Satisfaction from rhym. express. & creat. Ability to assume leadership in school & community recreative activity

SUB-COMMITTEE III, CURRICULUM CONTENT

Wm. Ralph LaPorte, Chairman

Last year the Chairman reported progress on tentative plans for a workable set of standards for self-evaluation by teacher-education schools and for use by state departments of education in accrediting institutions within their own states. In the meantime, the Committee for Improvement of Professional Preparation in Health Education, Physical Education and Recreation had been working on detailed schedules for the national accreditation of teacher-education institutions, as a part of the larger accreditation program sponsored by the American Association of Colleges for Teacher Education. This committee under the chairmanship of Carl Nordly has now completed preliminary schedules which are available through the office of the A.A.H.P.E.R. at a nominal cost. Colleges and universities have been urged to secure copies and use them for self-accreditation on an experimental basis until such time as committees from the A.A.C.T.E. can carry out nationwide surveys. Since there was some question as to whether our CPEA study might possibly interfere with the other, the chairman agreed to discontinue further developments on the project for the present.

It seems desirable to point out, however, that there is always a danger of top heaviness when projects of this sort are tied in with too large an organization or implemented by too elaborate forms, for rating purposes. This was illustrated a number of years ago when the national committee on professional education of the A.A.H.P.E.R. presented a very elaborate rating plan which proved unworkable because of its complexity and minute detail. The same result has occurred in numerous other similar attempts.

This raises the question also as to whether collegiate institutions will be willing to undertake the expense and the labor involved in elaborate national rating procedures. Many are already protesting such efforts made up to date in the general education field. There is also some question as to whether ratings formulated by visiting committees can give a true picture of the strong and weak points of an educational institution. There are distinct advantages without doubt to having comparative objective ratings of institutions for the sake of prospective students and employers. It is possible, however, that the professional standards of institutions can be raised more effectively and more happily by an indirect educational approach rather than by arbitrary ratings. After all, in the United States, we have been in the habit of lifting ourselves by the bootstraps, using our own initiative, maintaining independence of thought and effort, and avoiding arbitrary regulations. Hence, it is possible that a simple self-rating form that can be used repeatedly and frequently, like one takes an annual medical examination, may be the best approach to the improving of professional education programs. Good schools soon become known for their good works.

Furthermore since administration of education is considered a function of the individual state, it would seem logical that the state board of education would be the appropriate agency to do the rating of institutions in its own

area to determine suitability for credential authorization. State agencies also would have some authority to enforce minimum regulations such as they might see fit to establish. With approximately six hundred collegiate institutions doing professional education work over the country today, the task of rating them all by any central or national agency can readily be seen to be stupendous. Furthermore, it is decidedly questionable whether it would be desirable to have all institutions conforming to a single pattern. Berridge[1] apparently is definitely opposed to standardization. In his study of some one hundred and fifty institutions doing professional physical education training, he concluded that:

> "It seems evident that we should forget about standards. As educators we do not believe that all individuals should be treated exactly alike. We insist that education be individualized. We judge educational programs by their effectiveness in assisting individuals to adjust to life's situations. There is little reason to try to establish standards for institutions and turn to another means, evaluation, when we judge the product of the institution."

It would accordingly seem appropriate that the leaders in our field study the situation very carefully and secure strong approval from a large majority of institutions before committing themselves to such an ambitious national rating plan.

Other Approaches To Curriculum Evaluation

Since there is probably no one best method of doing anything in the field of education, it is desirable that different approaches be undertaken leading to possible methods of evaluating professional education curricula in the field. Two new trial approaches have been attempted in the last two or three years at the writer's institution, the University of Southern California, one dealing with the evaluation of the professional education curriculum, and the other with the service or activity curriculum. Both of these were doctoral dissertations, the first by Dr. Frances Elizabeth Cake, the second by Dr. Warren Edgar Reeves. Both of these differ from the schedule or accreditation rating plan in that they are based primarily on a philosophical approach rather than on a categorical listing of specified standards in the areas of staff, facilities, etc. In each case the criteria used in the study were formulated from the writings of representative leaders in the field of physical education, supplemented by materials from course outlines and course syllabi formulated within the department, and by the critical estimates of students who had taken the courses.

The Professional Education Curriculum

Miss Cake's study was titled An Evaluation of a Professional Physical Education Curriculum. It dealt only with the undergraduate professional

[1] H. L. Berridge, "Accreditation of Professional Education in Physical Education," 51st Annual Proceedings of the College Physical Education Association, 51:45, 1928.

courses leading to the bachelor's degree and the California Special Secondary Credential in Physical Education, at the University of Southern California. This particular program with continued revisions had been in operation as a teacher-education curriculum for thirty-six years.

Dr. Cake studied the philosophical principles set forth by such agencies as the American Council on Education, The Educational Policies Commission, The Committee on Cooperative study of Professional Physical Education, and The National Conference on Under-Graduate Professional Preparation; also the principles found in the writings of outstanding leaders in general education and physical education. From several such sources she gleaned numerous items on which there was definite agreement, and from these set up a group of philosophical concepts and objectives of general education and of physical education, which served as the basis for the set of criteria which were used for evaluating the various courses in the professional education curriculum.

Dr. Cake also contacted professional alumni of the department including only men and women who had graduated during the academic years 1942-48 and who had taught physical education in secondary schools. They were asked to evaluate the courses critically, and to indicate the extent to which they felt various areas of the curriculum had contributed to their personal and professional development, and had fulfilled the objectives set up by the department. These objectives had been formulated carefully by the Professional Education Committee of the department staff consisting of eight senior professors. They had worked on the project for approximately a year holding meetings two or three times a month, with the following set of 21 objectives as the result of their efforts:

Personally

1. To formulate a satisfactory philosophy of life
2. To develop a well-balanced personality
3. To understand the basic requirements of healthful living
4. To develop satisfactory motor skills for your own enjoyment
5. To think and work independently
6. To think and work in a group
7. To be able to function as a responsible citizen

Professionally

8. To understand the needs and problems of children and youth
9. To understand the problems of human growth and development
10. To understand the function of education in a democratic society
11. To understand the role of physical education in education
12. To acquire the ability to locate and evaluate professional materials
13. To understand professional ethics
14. To continue to work for professional improvement

Specifically as a Physical Educator

15. To be able to plan, organize, and carry out an educational program in physical education

16. To be able to plan, organize, and carry out an extra-curricular program
17. To analyze performance of physical education activities
18. To select and use ffective methods in teaching
19. To evaluate pupil progress
20. To understand and use the democratic process with pupils
21. To be able to handle administrative routines

They were also asked to give an undirected comment indicating ways in which the professional curriculum was outstandingly deficient and outstandingly helpful to them as teachers. It was the general opinion of the staff that these approaches gave a fairly accurate picture of the strong and weak points in the professional edution program.

The Service or Activity Curriculum

Mr. Reeves' study was titled A Method for Evaluating the University Physical Education Program. The stated purpose was to evaluate the amount of contribution the physical education activities made to the total education of the college student.

The service program at the University of Southern California was particularly appropriate for this study since it has conformed since 1930 to the recommendations of the Curriculum Research Committee, viz., it is composed primarily of carry-over type individual and dual sports, and is predominantly co-educational. Furthermore, to a large extent the students elect the type of activities taken after having completed basic requirements in land skills and water skills. These last may be satisfied by waiver tests for those who are competent, or by taking basic courses. Competent students may also waive parts or all of the entire physical education requirement by passing such competency tests in land skills, water skills, and three or more individual carry-over recreational sports in which they demonstrate a high degree of skill. This makes the degree requirement primarily one of competency rather than the completion of course units.

The procedure of the study involved setting up lists of the most significant common objectives of physical education as offered in the general literature field, in writings of ten selected authorities, and in the Southern California department's course outlines: a list of the purposes of the University's total educational programs; and a questionnaire study of reactions of student participants to the program.

The two lists of objectives, from general literature and from the writings of the ten selected authorities, were ranked in order of their frequency of mention. They are presented comparatively in the two columns of the following table. It will be noted that the contents are very similar, although the ranking varies somewhat:

OBJECTIVES OF PHYSICAL EDUCATION

From general literature	Frequency	From Ten Authorities	Frequency
Recreational skills	41	Sociability	10
Sociability	39	Ethical character	10
Ethical character	38	Enjoyment of participation	9
Mental health	27	Habit of participation	9

Fundamental skills	25	Neuromuscular coordination	9
Habit of participation	22	Physical power	9
Physical health	22	Fundamental skills	9
Physical fitness	21	Recreational skills	9
Culture	20	Physical fitness	8
Physical power	20	Mental health	7
Knowledge	19	Physical health	7
Safety skills	19	Intellectual ability	7
Team skills	18	Rhythmic skills	7
Rhythmic skills	17	Safety skills	7
Development of personality	16	Culture	6
Intellectual ability	13	Development of personality	6
Neuromuscular coordination	12	Growth and Development of youth	6
Growth and development of youth	9	Knowledge	6
Strength	9	Team skills	6
Ability to relax	7	Ability to relax	4
Enjoyment of participation	6	Strength	4
Correction of physical defects	3	Efficiency of movement	3
Kinesthetic perception	2	Physique	2
		Retardation of senescence	1
		Correction of physical defects	1

The next stop was the formulation of a similar list of objectives of physical activities, as selected from written course-of-study outlines on file in the department, supplemented by additional suggestions from some twenty activity instructors in the department. Thirty-five such objectives resulted, which conicided closely with the ones listed in the table above.

These instructional objectives of the department were then compared with a list of all-university objectives as determined from University Bulletins, annual reports of president and deans, and other similar sources. This comparison is shown in the following table:

COMPARISON OF THE INSTRUCTIONAL OBJECTIVES OF THE PHYSICAL EDUCATION PROGRAM WITH THE STATED OBJECTIVES OF THE UNIVERSITY

University Objectives	Physical Education Objectives
Ability to think	Intellectual ability
Belief in human dignity	Ethical character
Consideration of others	Ethical character
Courage	Ethical character
Cooperation	Sociability
Cultural living	Culture
Dependability	Ethical character
Development of personality	Sociability, development of personality
Health	Mental health, physical health, physical fitness
Initiative	Development of personality
Leadership	Development of personality; leadership
Loyalty	Ethical character

University Objectives	Physical Education Objectives
Knowledge	Knowledge, knowledge of competition, conditioning, etiquette, history, equipment, rules, strategy, techniques, and terminology
Skills	Fundamental, recreational, team, rhythmic and safety skills
Sportsmanship	Ethical character
Worthy use of leisure time	Enjoyment of participation, habit of participation, recreational skills
Vocational techniques	None

From this comparison it appeared that the department objectives were well in line not only with proposals of physical education authorities, but also with the stated purposes of the University's total educational program, as outlined by it's administrative heads.

The next step in the study was to secure opinions of student participants as to the effectiveness of the program. Approximately fourteen hundred students, enrolled in activity courses in the department, were asked to rate 41 questions dealing with the contribution of activity courses to their development in eight areas: (1) psychological, (2) social, (3) recreational, (4) skills, (5) physical health, (6) physical fitness, (7) personal wants, and (8) knowledge.

These student responses were then supplemented by thorough checking of the final examinations in all activity courses. These examinations were of a written type, covering all aspects of knowledge about the activity. The student responses combined with the examination survey gave a fairly comprehensive picture of the extent to which the students had mastered the knowledge about the activities, and the degree of development that had resulted from their participation.

Such subjective study plans involve considerable work, but they do have the advantage of requiring a thorough self-analysis, and they provide a picture of the critical opinion of student participants, which may be more significant than the degree to which the curriculum conforms to established standards.

SUB-COMMITTEE IV. METHODS AND PRINCIPLES OF TEACHING PHYSICAL EDUCATION

John D. Lawther, Chairman
Pennsylvania State College

John M. Cooper
University of Southern California

The report of last year presented principles basic to the teaching of speed and accuracy. This year the report begins with certain principles of method in teaching motor skills and continues with some partially substantiated hypotheses.

PRINCIPLES OF MOTOR SKILL LEARNING

1. Skill teaching must begin at whatever level the student has already attained, and proceed from there. Development at any stage is a process of building on and reorganizing previous motor patterns into higher skills. Even in infancy, the crawler builds climbing on the crawling pattern and the walker builds climbing on the walking pattern.

2. The skill assignment must be neither too easy nor too difficult. Lack of real challenge decreases interest, and lack of any degree of success brings discouragement.

3. At the early stages of motor pattern learning, the attention of the learner should be centered on a unified perception of the "general idea," "a gross-frame-work idea," of what is to be performed. The implication is that the attention remains so centered during the actual practice.

4. In general, one should demonstrate for the beginning student, let him see experts play, and let him practice in imitation.

5. Imitation of good models (good demonstrations) carried on to the extent of empathy is most conducive to early motor skill learning.

6. When the observation is to be of experts performing complex games or activities, the students will need directed observation. They need guidance as to which aspects they may undertake to imitate and which are too difficult for their present stage of learning. The same may be said of students observing performers in a motion picture. An instructor should direct the students' attention to what should be observed, otherwise the student is apt to see just a performer without determining how he performs or what he himself should select to try.

7. If the skill unit decided upon is too complex for the beginner to get the "general idea" from demonstration, the next best procedure is the slow-motion rehearsal of the whole pattern.

8. Early practices should be conducted at relatively low speed with stimuli toward emotional tension and excitement kept to a minimum (the interested learner will be excited enough). A little farther on in the student's stage of learning, his most rapid learning seems to occur at that peak of emotional

arousal where the student is just on the verge of having too strong emotional stimulus but is able to carry on effectively in his performance.

9. Motor skill learning is, by its very nature, a generalized pattern. It is well established, for example, that exact duplication in handwriting indicates forgery (tracing). Skill units in sports should by no means be taught as identical performances which are to be exactly reiterated for their successive applications as the panorama of the game unfolds. Certain games may be taught, in the early stages, as whole units (volleyball, handball, badminton, for example). More complex motor skills (complex sports, intricate dance routines, etc.) should be taught in simple but enjoyable lead-up activities, activities which are complete units and enjoyable games in themselves. The lead-up game (part of the game simplified but involving correct skills) makes the skill meaningful from its beginning, motivates the learning, and generalizes the pattern of the skill being learned so that it will fit varying situations. Practice without this meaningfulness would decrease the rate of learning. Emphasis on near-perfection and on details, in early stages, retards learning.

10. A skill must be generalized, by practice under varying conditions, to be useful in life.

11. When the learner cannot prevent himself from rehearsing, mentally, the rest of the total activity that goes along with the part he is practicing, he is ready for drill on weaknesses and emphasis on parts.

12. Motor skills are not ready for exhibition purposes in games, contests, or recitals until the skills are habit responses to perception. In practical coaching situations, however, coaches have to use the game situation to develop proper habit response. The body must be able to act automatically on cues received while attention is "on ahead" looking for the next cue. The extreme of this adjustment is achieved by the gymnast or figure skater, for example, who conceals an error by weaving the unintentional variation into the arpeggio of his flowing, sequential routine.

Tentative Hypotheses for Exploration

The three tentative hypotheses presented below have stimulated some research. Several studies of pre-school children bear on the first. Studies of origins of adult recreational interests throw some light on the second. The third has been explored somewhat by a study or two on "long-hand" writing in which the pencil is grasped by the toes or by the teeth. Students with adequate flexibility and body-part control seemed to be able to write legibly with muscles that had never practiced the skill.

1. Increase in pre-school opportunity to learn motor skills produces greater breadth of interests, more confidence for new ventures, superiority in certain socio-motor skills, better attitudes; and such superiority tends to persist in later years.

2. In the case of the great majority of students, only a good high school or college required program is likely to add to, or increase, motor-skill recreational activities (of the carry-over type) beyond what is possessed at the conclusion of the junior high school.

3. The retention of motor-skill patterns does not lie entirely in the musculature by which they were acquired. The implication is that other musculature can take over the same skills without much additional learning. This hypothesis is of interest in the field of rehabilitation as well as in sports.

SUB-COMMITTEE V: EVALUATION PROCEDURES

Willard P. Ashbrook
The Ohio State University

It is traditionally American to award scores for a variety of achievements in industry, labor and sports. It is also traditionally American to award grades for educational achievements in colleges and universities. Since physical education is an established part of this academic picture, it too is obligated to award grades.

This is not a new responsibility for the members of the College Physical Education Association. You have been grading students in service classes for years. But the question is - how? That is - what "important things" are considered when awarding a grade?

Jury Work

Your Committee on Evaluation Procedures took the necessary steps to answer this question. A competent jury was carefully selected and given the task of picking the appropriate headings for these "important things." They selected, sifted and appraised. And together agreed in principle that the "important things" should be grouped under three main headings. Headings not regarded as sacred symbols, nor with professional immunity but simply as convenient titles. Finally, the jury came up with three headings: skills, knowledges, and social traits.

Skills

What does the title Skills include? It contains the ability to do things. Things that comprise the action witnessed in sports, stunts and rhythms. Things like running, jumping, and throwing. Traits like vaulting, climbing, and striking. What else? The capacity to endure, the strength to succeed, and the knack to be agile. Also the talent to balance and the dexterity to dance.

Is there anything else? Yes, there is.

There is another faculty that goes beyond isolated skills and gives added importance to ability. An importance that is considered of top value in this category. And what is it called? It is called "performance ability." This means the ability to perform the aforementioned skills under "fire." Fire that spells out competition. Competition that pits man against man, performer against standards, group against group, team against team.

Knowledge

What does this second heading encompass? It realistically supports learnings, facts and understandings. Timely information that is indigenous to sports, stunts and rhythms. Yes, technical learnings about equipment, rules and strategy. Fundamental facts concerning the historical background and the principles of safety. Precise understandings of the routine of stunts and dance patterns.

In addition there is a strong belief that there are other valuable acquisitions for this second heading. With a rich experience in these activities subtle convictions are made. Convictions derived from judgments. Judgments that sift the factual from the fallacious; the reliable from the hearsay; the competent from the incompetent. These priceless decisions solve problems. They also contribute to knowledge. And most of all they lead to wisdom.

Yes, a practical wisdom that has won for itself an honorable place in the sun. A wisdom that is distilled from competition; from success, from defeat. It is a wisdom that is cunning in its appraisal of the top performer and the dub; clever in its evaluation of various kinds of fitness; pointed in its awareness of our heritage in sports.

Furthermore, it is a wisdom that is prophetic in its test of a man; sensible in its flourish with equipment; judicial in its regard for the rules; expert in its applications of strategy; honest in its precepts of safety; determined in its role with stunts; reasonable in its comprehensions of the dance; united in its surge to have fun.

Social Traits

And what does this third title include? It embraces the traits that determine the "stature" of the man. Traits that characterize the good classmate, the good teammate, the good citizen. Attributes that symbolize the desirable sportsman, performer, dancer. Qualities that are attractive, wholesome, liveable. Characteristics that are notable, mature and distinctive.

These traits distinguish the thoughtful person who respects the personality of his fellows. They single out the friendly player who acts in a sporting manner; commend the performer who controls his fellings under fire; praise the man who acts courageously under stress; recognize the teammate who can think-on-his-feet; applaud the individual who sticks-to-it when the going gets tough; and pay a timely tribute to the fellow who is a good guy to play net to.

How Much Weight?

You will agree that we have to begin somewhere in this matter of grading. And we believe that these three headings, Skills, Knowledges, and Social Traits signal the point of departure. We hope you approve of the plan, in principle anyhow. At least it is one step toward a working plan.

At this point you are invited to direct your attention to the "important things" assembled under each of the titles. The writer is not laboring under the delusion that he has exhausted the listing of these talents. Your suggestions will be welcomed.

Assuming that we are in agreement on the three headings - there is another important question to be answered. How much weight should be given to each heading?

Your Committee made the next move to find the solution. A poll was taken of 439 members. They were asked - "When grading service class students what per cent of the grade should be given to skills, knowledges, and social traits"?

Out of 283 replies (74%) the mean scores are - Skills 48%; Knowledges 26%; Social Traits 26%. What does this mean? This means we know what importance is being stressed between the three headings. And in addition a tendency pointing at the relative weights of each.

What Did The Members Say?

Letters and notations on the return card indicate that some of the members feel strongly about this matter of "weighing." They believe that the "values" derived from the activities will vary. Vary because of the inherent nature of the sport, stunt or dance. Therefore, they hold that the allotment of "weighing" should be custom-made for each activity.

Several years ago LaPorte and his Curriculum Committee did a splendid job of evaluating the "worth" of activities. Thirty sports, stunts and rhythms were appraised in terms of five objectives: physical, social, psy chological, safety and recreacreational. This study could serve as an excellent basis for estimating the worth of each activity for the purpose of grading. Your Committee invites you to voice an opinion on this.

Where Do We Go From Here?

There are three alternatives for your Committee to consider. One proposal toys with the idea of tackling a grading plan with what we have. Another lures us into adding more "important things" to each of the headings. And the third suggests "weighing" each activity in terms of the three categories supplied by the jury, namely: Skills, Knowledges, and Social Traits.

Let's have your suggestions. Take a stand; make your voice be heard; you have convictions. Now is the time to nail them to the wall.

COMMITTEE ON CURRICULUM RESEARCH
SUB-COMMITTEE VI ON PUBLIC RELATIONS

Elwood Craig Davis
University of Southern California

I. BACKGROUND

The Sub-committee on Public Relations was organized last year. It confined its report to a presentation of principles of public relations. This report was supplemented by the Sub-committee on Administration which last year and the year before, presented excellent reports on public relations.

II. PRACTICAL CONSIDERATIONS

Following the publication of last year's Proceedings quite a number of the Association members expressed an interest in "practical" suggestions. Some of the following paragraphs therefore are devoted to practical application of some of the principles of public relations.

1. Purposes. "Public relations" is at once a term, a process and viewpoint. It is being adopted and applied variously by many agencies, organizations, and vocations. Its meaning must remain extremely broad ("words and acts that influence people"). As applied to Physical Education such purposes as the following seem appropriate:

(a) Information -- To inform and help pertinent groups of professional (and departmental) understand policies, programs, events, services, planned revisions and additions, status, reasons for, values, and the like.

(b) Amelioration -- To rectify mistakes, explain misunderstandings, eradicate negative attitudes, remove deterrents to and create good will, guide and promote favorable and supportive public opinion and action.

(c) Cooperation -- To enlist and give assistance and cooperation of and with pertinent groups and individuals, to make available professional (and departmental) resources to suitable groups, to participate in activities sponsored by suitable groups and seek participation of appropriate groups in certain activities.

2. Methods. Just as it is necessary to establish desirable public relations with different publics, so it is necessary and desirable to employ a wide variety of methods, media or devices. Some of those which seem most practical for use by college physical educators are:

1. Newspapers, radio, TV, movies, "house organ"
2. Public speeches, the pulpit
3. Printed and mimeographed materials
4. Committees in organizations, agencies, clubs, lodges.
5. Exhibits, parades, demonstrations

6. Bulletin boards, signs, posters, placards
7. Tours, field trips
8. Forums, conferences, interviews, assemblies
9. Special occasions
10. Home visits, parents' visits
11. Contests
12. Researches, annual reports, surveys
13. Mailing lists, letters
14. Maps, diagrams
15. Advertisements
16. Telephone calls
17. Endorsements by leaders
18. Campaigns
19. Door-to-door canvasses
20. Theater "signs" and window displays
21. Plays, songs, skits
22. A good program
23. An informed staff
24. Salesmanship

The Public Press. Quite as important as the medium, device or method is the manner in which it is used. Take for example the first one appearing in the list above, namely, The Public Press. Here are some "do's" and "don'ts" which have proved practical:

1. Never favor one newspaper over another.
2. Avoid "amateur" releases and stories.
3. Gear style of release to type of paper, its policies, readers, etc.
4. Deadlines are not to be violated.
5. See that "scoops" occur in morning, afternoon, and evening.
6. Find a time and find time to know key representatives of the different papers that you expect to understand your "messages."
7. Have "fill in" and "boiler-plate" stories on hand for emergency help to your newspaper friends.
8. Remember there are other departments that can use stories besides the sports page.
9. If the main thread of your story isn't clear don't blame the press for "misinterpretation" or "misrepresentation."
10. Learn to sense what is and isn't news, a good picture.
11. If it is necessary to reveal something confidential in giving the background of a story, that confidence will be kept by the press if you request it.
12. Never ask a reporter to twist or hide the truth.

Selling. As suggested above, the bare list of devices, methods and media in public relations may hide the fact that each one demands practice if skill in its use is to be acquired. Take for example the last one on the list, Salesmanship.

Whether we like it or not, or know it or not, we are constantly selling ourselves and our profession to others. The general steps used in such in-

direct salesmanship are identical with those used when attempting directly to sell an idea or a program. The following steps represent one way of describing what one does when he is a salesman:

1. Attract customer's attention. Arouse curiosity. Tell what "product" will do. Find out and gear message to his cherished interests.
2. Gain his interest. Be prepared to give a varied account of what benefits, values, services your "product" will render customer. What or whom will it help, protect, improve, please, better?
3. Help him convince himself. Avoid dull facts. Point up key issue. Be saturated with the reasons for and values of your "product." Be prepared to repeat main points in new and interesting (to him) ways. Make sure he knows precisely what you are selling. Be specific. Appeal to mind and feelings. (Sometimes can omit this entire step.)
4. Create a desire for the "product." Gear this point to No. 2. Paint word pictures of satisfaction if he "buys" the "product." Point out lack, want, need, wish. How the "product" can fill this gap. Be certain of the customer's major wants. Figure out why he may want to buy (basic motives of man).
5. Help him act in favor of the "product." For example, ask him, "What would happen if you buy this 'product'?" (Trial action). Watch for little cues that may show how he feels (mannerisms, glances, voice tones, etc.) Assume he wants the best. "When would you like to have this?" If necessary, ask him to act.

These brief treatments of two media, The Public Press and Selling, incomplete and not representative though they may be, suffice to point up the versatility in skills demanded in a public relations program.

PART I: RESEARCH OF OUTSTANDING STUDIES

THE USE OF THE MOONEY PROBLEM CHECK LIST IN A HEALTH AND PHY SICAL EDUCATION PROGRAM

Bruce L. Bennett
Ohio State University

This article presents a summary and evaluation of the use which has been made of the Mooney Problem Check List, College Form, for the past three years in the required hygiene classes for men at The Ohio State University. The idea for this study evolved from a meeting of the hygiene teaching staff, headed by Dr. Wesley P. Cushman of the Men's Department of Physical Education, to determine whether the content of the hygiene course was geared to the interests and problems of the students. The answer to this question required some means of finding out what problems were faced by college men which would be appropriate for inclusion in the content of a hygiene course.

The method selected was the Mooney Problem Check List, developed by Dr. Ross L. Mooney of the Bureau of Educational Research at The Ohio State University.[1] This Check List consists of 330 problems unobtrusively grouped in eleven different areas. One area, "Health and Physical Development," is particularly related to the content of a hygiene course, but many of the problems in other areas such as "Social-Psychological Relations," and "Courtship, Sex, and Marriage," were also pertinent for such a course. The student is asked to read through all the problems and underline those of some concern to him. Then he is to go back over those that are underlined and circle those of most concern. There are several summarizing questions which afford the student an opportunity to describe his chief problems in more detail. The last question asks whether the student would like to talk his problems over with a college staff member.

Procedure

The Mooney Check List was distributed to students in the men's hygiene classes at The Ohio State University beginning with the winter quarter of 1950 and continuing each quarter through the spring of 1951, a total of five quarters. In the fall quarter when most of the students were new, the Check Lists were distributed near the end of the quarter so that the new students had a little time to appreciate what their problems in college were. In the winter and spring quarters, the Check Lists were distributed the first or second week. They were filled out at home and returned to class. In general there was no specific pressure or compulsion exerted to return the filled out

[1]The College Form of the 1941 edition of the Mooney Problem Check List was used throughout this study. The present revised 1950 edition came out after this study began and is sold by the Psychological Corporation.

forms. Students were urged, but not required, to sign their names. These procedures were used because they promised to provide more accurate returns even though they would reduce the number of returns. In this manner Check Lists were obtained from 1,000 men. These men came from all colleges of the University--Arts, Commerce, Education, Agriculture, and Enginnering. The great majority were freshmen but a few upperclassmen were included.

Data

The data collected from these thousand cases are presented in the accompanying three tables.

Table I lists the fifty-five problems which were checked most frequently. The first problem was checked by 30.2% of the students while the fifty-fifth was checked by 10%. It is encouraging to note that students are concerned about their ability to succeed in college, and they recognize some of the factors which may be handicapping them.

Table II presents a summary of all problems by areas. Problems from the area, "Adjustment to College Work," were far more frequently checked than the second-ranking area. The area of "Health and Physical Development" ranked seventh in frequency. The average number of problems underlined was 13.8, the average number circled was 4.5, and the combined total was 18.4, which provides a basis of comparison for individual cases.

Table III provides the frequency tabulation of all problems in the single area of "Health and Physical Development." Five of these problems were checked by over 10% of the group. It is interesting to note the high degree of concern over some of the problems near the bottom of the list. For example, no. 27 was a problem of most concern to five out of the nine men who checked it.

Use of Data

The above data were used at Ohio State University in several ways which indicate their potential value to other institutions.

A. To improve the hygiene course curriculum.

The results of the tabulation were used as a basis for the revision of the entire hygiene course curriculum. This was done by a committee of hygiene instructors and submitted to the entire instructional staff. Health and related problems frequently checked by the students were specifically included in the new course outline.

B. For group guidance and referral to campus agencies.

In looking over the more common problems as indicated in Table I, it was apparent that many of them were unrelated to the normal hygiene course content, particularly for a class meeting only once a week. However, many campus agencies exist for the specific purpose of helping students with these problems. Hence a list of campus and community agencies and their functions was prepared and distributed to the students as part of the first unit on Adjusting to College Life. These agencies were briefly discussed in class and students urged to make individual use of them for particular problems.

C. For individual guidance.

Although the original purpose of the study was to get a group tabulation of problems, it became immediately apparent in looking over individual returns that there were some cases of students who were seriously disturbed. In selecting students for possible individual help, only those students who indicated a desire for assistance on the back of the Check List were considered, for reasons of economy of time and effort. This assistance was rendered by the following:

1. Health service psychiatrist--Students who gave indications of a severe emotional disturbance were referred to the University psychiatrist for assistance, or the Check List was sent to the psychiatrist who called the student in. Some of the students were referred to another agency, the Psychological Clinic.
2. Hygiene class instructor--In less serious cases, the hygiene instructor arranged a conference with the student and rendered what guidance he could. This might include referral to other agencies.
3. Physical education class instructor--In many cases, the hygiene instructor did not know the student well because of the size of the class and infrequent class meetings. However, most hygiene students also take physical education and usually the physical education instructor was well acquainted with the student. Using the student's Check List as a guide, the hygiene and physical education instructors would talk over the case and try to work out some procedure whereby the physical education instructor and the physical education class situation could help the student with his problems.

Conclusions

This study with the Mooney Problem Check List has certain implications and suggestions for future use at other institutions as follows:

1. The Mooney Problem Check List, College Form, may be an effective technique for a health curriculum revision, based on the problems of college students.
2. The data from students at Ohio State may well differ from data that might be obtained at other colleges. Therefore, each college should probably conduct its own study for a limited period although the results of this study should be helpful.
3. The Check List seems to be fairly stable since the data for 1,000 cases collected over five quarters was quite similar to the first 350 cases collected over two quarters. It would not seem necessary to continue use of the Check List year after year as a basis for course revision unless there was a marked change in general conditions, such as the outbreak of war or a depression.
4. The Mooney Problem Check List may also be extremely helpful in individual counseling, and its merit here is limited mainly by the energy and time of the instructor. The value of the Check List in helping students with their problems may be considerably enhanced by enlisting the cooperation of the physical education instructors.

January 7, 1953.

The Ohio State University — Department of Physical Education
12452-BB — Men's Division

TABLE I

FIFTY-FIVE PROBLEMS CHECKED MOST FREQUENTLY
BY COLLEGE STUDENTS
(1000 Cases)

Rank No.		Under	No. Circ.	Total
1.	Don't know how to study effectively	179	123	302
2.	Unable to concentrate well	166	96	262
3.	Concerned about military service	145	103	248
4.	Wondering if I'll be successful in life	174	61	235
5.	Worrying about examinations	157	68	225
6.	Not enough sleep	173	48	221
7.	Getting low grades	127	91	218
8.	Weak in spelling or grammar	143	72	214
9.	Restless in delay in starting life work	144	54	198
10.	Vocabulary too limited	140	50	190
11.	Slow in reading	131	57	188
12.	Too few dates	136	44	180
13.	Nervousness	117	57	174
14.	Daydreaming	143	31	174
15.	Taking things too seriously	117	50	167
16.	In too few student activities	128	36	164
17.	Not enough time for recreation	124	37	161
18.	Unable to express myself in words	118	40	158
19.	Fearing failures in college	94	63	157
20.	Too little time for sports	122	34	156
21.	Wanting to learn how to dance	121	33	154
22.	Weak in writing	120	31	151
23.	Disliking financial dependence on family	109	40	149
24.	Forced to take courses I don't like	114	34	148
25.	Slow in mathematics	109	38	147
26.	Lacking self-confidence	92	54	146
27.	Too little social life	99	42	141
28.	Inadequate high school training	116	24	140
29.	Not knowing what I really want	84	55	139
30.	Afraid to speak up in class discussions	95	44	139
31.	Unskilled in conversation	101	36	137
32.	Hard to study in living quarters	100	34	134
33.	Being underweight	105	28	133
34.	Not getting studies done on time	99	31	130
35.	Grades unfair as measures of ability	102	28	130

Rank No.		Under	No. Circ.	Total
36.	Afraid of making mistakes	98	31	129
37.	Wanting a more pleasing personality	102	26	128
38.	Doubting wisdom of my vocational choice	93	34	127
39.	Dull classes	111	16	127
40.	Moodiness, having the "blues"	93	28	121
41.	Needing a part-time job now	75	40	115
42.	Failing to go to church	95	20	115
43.	Needing to decide on an occupation	81	33	114
44.	Trouble in outlining or note taking	93	21	114
45.	Poor memory			
46.	Having to watch every penny I spend	81	25	106
47.	Too little chance to read what I like	92	13	105
48.	Not enough time for study	70	34	104
49.	Not enough exercise	90	14	104
50.	Needing a job in vacations	71	32	103
51.	Wondering if I'll find a suitable mate	84	19	103
52.	Going through school on too little money	72	30	102
53.	Weak eyes	78	23	101
54.	Not fundamentally interested in books	86	15	101
55.	Nose or sinus trouble	79	21	100

NOTE: The first figure listed to the right of each problem is the number of times the problem was underlined only, the second figure is the number of times the problem was underlined and circled; the final figure is the combined total.

TABLE II

SUMMARY OF PROBLEMS CHECKED, BY AREAS (1000 Students)

	No. Under	No. Circled	Total
1. Adjustment to College Work	2438	1046	3484
2. Social and Recreational Activities	1715	504	2219
3. Personal-Psychological Relations	1461	466	1927
4. Future: Vocational and Educational	1346	526	1872
5. Curriculum and Teaching	1456	290	1746
6. Finances, Living Conditions, Employment	1219	424	1643
7. Health and Physical Development	1242	331	1573
8. Courtship, Sex, and Marriage	965	356	1321
9. Social-Psychological Relations	737	229	966
10. Home and Family	619	204	823
11. Morals and Religion	648	153	801
Total	13,846	4,529	18,375
Average per Student	13.8	4.5	18.4

TABLE III

TABULATION OF ALL PROBLEMS CHECKED IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT

Rank No.	Problem			
1.	Not enough sleep	173 -	48 --	211
2.	Being underweight	105 -	28 --	133
3.	Not enough exercise	90 -	14 --	104
4.	Weak Eyes	78 -	23 --	101
5.	Nose or sinus trouble	79 -	21 --	100
6.	Tiring very easily	67 -	16 --	83
7.	Not enough outdoor air and sunshine	69 -	10 --	79
8.	Poor Teeth	61 -	10 --	71
9.	Poor complexion	43 -	18 --	61
10.	Frequent colds	51 -	8 --	59
11.	Being overweight	41 -	16 --	57
12.	Not very attractive physically	45 -	12 --	57
13.	Too short	43 -	9 --	52
14.	Poor posture	44 -	8 --	52
15.	Not as robust as I should be	45 -	5 --	50
16.	Frequent headaches	35 -	8 --	43
17.	Speech handicap (stammering, etc.)	21 -	13 --	34
18.	Not getting proper diet	25 -	7 --	32
19.	Being clumsy and awkward	23 -	5 --	28
20.	Tired feet	18 -	8 --	26
21.	Digestive troubles	16 -	6 --	22
22.	Physical handicap	13 -	6 --	19
23.	Lack of appetite	11 -	5 --	16
24.	Poor hearing	8 -	7 --	15
25.	Frequent sore throat	12 -	3 --	15
26.	Frequent illnesses	6 -	5 --	11
27.	Afraid I may need an operation	4 -	5 --	9
28.	Too tall	6 -	2 --	8
29.	Threatened with a serious ailment	4 -	3 --	7
30.	Mentrual disorders	3 -	0 --	3

SWIMMING: A REQUIREMENT FOR COLLEGE GRADUATION

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What should be included in a swim test which is listed as one of the requirements for college graduation? Is there a common pattern followed by colleges which require a swim test? The answers to these questions, no doubt, have been raised not only by colleges now requiring such a test, but especially by those schools planning on setting up such a requirement for the first time.

The passing of a swim test, in order to graduate, has been a departmental requirement at Washington State College since 1928. Basically, the thinking in support of such a requirement in 1928, as now, was the belief on the part of the staff that the requiring of swimming skills is highly essential for preservation of self and the welfare of others.

Perhaps a brief explanation of the swim test at Washington State College and some of the problems encountered will serve as an introduction to this paper and also explain why this investigation was made.

Two problems have been encountered in carrying out the swimming requirement. The first is administrative, concerned with when and how to administer the test, and the second, probably a more vital one, is whether the test as now given suits the purpose for which it was originally designed.

The swim test at Washington State College originally consisted of swimming fifty yards, with any type of start, from the deep end of the pool. Last fall the staff decided that the test should start at the shallow end of the pool to eliminate the chance of touching bottom at the end of the first 25 yards. The distance was increased ten yards by having the student swim across the deep end of the pool. Several points were raised, such as: Should there not be a time limit? Should the instructor giving the test fail a student because of poor form, even though he completes the distance? Should there be some definite type of start? Some thought the ability to stay afloat for a specified period of time should be included in the test.

The Physical Education staff decided that since some of the instructors had different viewpoints on the test it might be a good idea to learn what other colleges of similar enrollment were doing relative to a required swim test. A questionnaire was sent to 160 colleges with an enrollment of 1,000 or more boys which (indicated in the college blue book) had a swim program. One hundred and nineteen questionnaires were returned. Forty-nine colleges, or 41 per cent of the colleges replying, do give a swim test.

Questions in the survey dealt with such points as swimming strokes, distance required, type of start, and administrative procedures used in case a student failed the test. The request for a summary by persons filling out the questionnaire indicates that other colleges are also concerned about the swim test.

Results from 49 Colleges and Universities
which have 1,000 Boys or more and have a Swim Test

Twenty-five, or 51 per cent, of the schools stated that a swim test for graduation is a departmental rule; twenty, or 41 per cent, stated that it is a college rule, while in 9 per cent of the colleges it is both a departmental and college ruling.

Twenty-four, or 49 per cent, of the colleges give the swim test the first semester while the other twenty-five colleges, or 51 per cent, follow a variety of practies such as first and second semester, first and second quarter, senior year, first and fourth quarter, etc.

A medical excuse will exempt the student from the swimming test requirement in 94 per cent, or 46 of the 49 colleges, requiring a swim test. A number of colleges did not list specific reasons for medical exemption but stated that exemptions were based upon the recommendations of the college student health service. In cases where specific reasons were listed respiratory disorders were mentioned the greatest number of times as the reason for medical excuse, followed in order by skin infection and sinus conditions. Ear infections and conditions of heart were mentioned by a few colleges.

There seemed to be no uniform pattern in the type of swimming start used in the 49 colleges giving a swim test. The type of start was evidently not considered important in 35 per cent of the colleges since no specific start was required. However, it seems that other colleges did place some importance upon the start, since 31 per cent require the students to jump in or dive in; 16 per cent require students to jump in; 12 per cent require a racing start, while 6 per cent require students to dive in. The swimmers start at the deep end of the pool in 76 per cent of the colleges which give the test. Twelve per cent start at the shallow end, 8 per cent at either end of the pool, while two colleges did not answer the question.

The distance that a student had to swim to pass the test varies from 20 yards to 880 yards. Twenty-four per cent, or 12 of the 49 colleges, require the student to swim 50 yards while 22 per cent, or 11 colleges, set the distance at 100 yards. Six colleges require distances over 100 yards as follows: one college, 150 yards; two colleges, 200 yards; two colleges, 300 yards; and one college, 880 yards. Six colleges do not require any specific distance.

Only four colleges of the 49 colleges that require a swim test state that the distance must be completed within a definite time limit.

Twenty-eight colleges set up requirements as to swimming strokes. There seems to be no uniform pattern since 14 different requirements on strokes were named by the 28 schools. Backstroke, side, breast and crawl were the strokes named most often either singly or in combination.

Thirty-six colleges, or 73 per cent, felt that the physical education department has the right to fail a student in the swimming test if he does not perform with reasonable skill although he swims the stated distance.

Assigning students to a swim class the first or second semester or giving an incomplete grade in physical education until the swim test is passed seems to be the general trend, although some colleges have no definite plan.

Treading was required in eight colleges, the time ranging from 20 seconds to 10 minutes. Under water swim was listed by 4 colleges, the distance vary-

ing from 15 feet to 40 feet. The ability to float was required by 5 colleges, with a range from 30 seconds to 6 minutes.

Summary

There are a variety of practices followed among colleges requiring a swim test for graduation. There seems to be a fairly uniform pattern followed in some practices such as (1) Starting at the deep end of the pool; (2) Not requiring distance to be covered in a specific time; (3) Requiring students to enroll in swimming classes if they fail the test and receive incomplete in Physical Education until test is passed; (4) Exempting students if recommended by the college student health service; (5) Swimming instructors reserve the right to fail students for poor form, even though the students complete the distance.

There seems to be no common pattern relative to the distance to be covered in a swim test. The college differ markedly in their requirements as to strokes required. Only a few colleges require students to stay afloat, tread water, and swim under water.

Since the data reveals that the swim tests differ considerably in the 49 colleges, one conclusion to be drawn might be that the persons setting up the tests have different opinions as to the real purpose of the test.

The information obtained on a preliminary investigation such as this seems to indicate that a more extensive study on swimming as a requirement for graduation might be undertaken by a group such as the College Physical Education Association.

*THE CONTRIBUTIONS OF JOSEPH LEE TO THE MODERN RECREATION AND OTHER SOCIAL MOVEMENTS IN THE UNITED STATES

Allen V. H. Sapora

The purpose of this study was the investigation of the life of Joseph Lee, with particular reference to his influence upon the growth of the modern recreation movement and related social movements in the United States since 1880. The field of community recreation has come into existence as a result of a number of social forces and needs. The analysis of the work and contributions of Joseph Lee, an outstanding leader in the recreation movement, shows the fundamental aspects of the growth and development of the entire field of recreation and its relation to other social movements. The study of Lee's social work reveals recreation in its total aspect as a community service and particularly shows the many factors which have caused the movement to reach its present status. There is reason to believe that the study may be helpful in guiding the present recreation leaders in their research and planning in the rapid and complex growth of the modern recreation movement.

The method of research is basically historical and biographical. It involves analysis, the testing of historical sources for authenticity and the selection of particulars from these authentic materials. It also involves synthesis, the putting together of the selected particulars into an exposition that would stand the tests of critical methods. The procedure in the study was to make a comprehensive analysis of voluminous data regarding Mr. Lee. This included many of his personal letters, memoranda, and correspondence, as well as proceedings, records, minutes, reports, and other unpublished data regarding his work found in the records of the countless groups and agencies with which he worked. Interviews were held with several persons in Mr. Lee's immediate family and with many of his contemporaries, coworkers, and colleagues. All of his major writings in books, periodicals, and newspapers were darefully studied; considerable additional information was uncovered through letters from many persons who were personally familiar with Mr. Lee's work. Photographs, photostats, and other illustrative material were also studied and used to check basic findings.

The study was limited to an analysis of the environment in which Lee lived, his family and cultural background, his education, and his activities and experiences in recreation and social work generally.

The study reveals that Joseph Lee, son of a wealthy Boston banker and member of the early Bostonian aristocracy, spent most of his life as a philanthropic social worker. He was involved throughout his lifetime with the problems of immigration and legislation related to it. His influence was extremely significant in obtaining legislation regarding juvenile courts, prison reform, housing, health and sanitation and the correction of many

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other social ills. He also worked throughout his lifetime to improve our educational system. To realize the significance of his influence, one must look at Joseph Lee not just in the light of his work in the recreation movement, but also in his relation to the total program of social service.

In view of the evidence presented in this study, it is apparent that many factors led Joseph Lee to make his many contributions to recreation and social work. Intensive studies of social needs which he made early in life revealed to him the importance and necessity of social reform. The wise use of his personal fortune, his understanding of economics, his creative talent, his love and understanding of his fellow man, and finally, his leadership and organizational ability, were undoubtedly great factors in his effectiveness.

What Joseph Lee contributed to the recreation and related social movements may be summarized as follows:

1. He was a tower of strength among social workers. The effectiveness of his work regarding the restriction of immigration, poor relief, juvenile delinquency, housing, civil liberties, birth control, prison probation, and other social reforms should not be minimized, for these activities were, in themselves, significant contributions to the growth of social work and its development into a professional area of work as we know it today.

2. Joseph Lee thought that education was the most important thing in the perpetuation of our democratic way of life. He pioneered many educational developments in the Boston schools through his work in the kindergarten movement, the vacation schools, school health and medical inspection, the manual training curriculum and physical education activities. His book, Play in Education, was a landmark in the development of the well-rounded curriculum in American schools. His work with the Harvard Graduate School of Education showed his foresight and understanding of the problems and needs of higher education.

3. Although he worked in many fields, Lee's contributions in the field of recreation surpass his many other achievements.

a. The most significant thing Lee left with the recreation movement was his philosophy of play. He adopted the word play and espoused the study of play as a scientific method of interpreting the nature of children. His basic philosophy of play--for both adults and children--is the fundamental philosophy embodied in the teaching and leading of play and recreation in our schools, parks, recreation departments, and other recreation agencies today.

b. On the practical side, at the same time, Lee was also a pioneer. Through his front-line work in administration, operation, and programing on his Boston "model" playground between 1900 and 1907, Joseph Lee developed what we know today as the general public recreation playground program.

c. Through his early work in the field, Lee exerted a significant influence in the development of standards for equipment, facilities and areas, and in the promulgation of standards for recreation leaders and administrators.

d. Lee exerted a marked influence throughout his career in the development of public recreation as a basic governmental, tax-supported community service.

e. And finally, it is reasonable to conclude that it has been through Lee, as a key member of a great team of leaders in the National Recreation Association, that the recreation profession has reached its present status. Joseph Lee's vision and inspirational leadership in the Association, as well as in the entire community recreation field, have been leading factors in the development of the total movement. Certainly, if anyone deserves the title, Joseph Lee may be called the founder of the national play movement, the forerunner of the modern recreation movement in the United States.

THE INFLUENCE OF CERTAIN FACTORS OF HOUSING ON THE INCIDENCE OF ACUTE OTOLARYNGOLOGIC CONDITIONS AMONG COLLEGE STUDENTS

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The causative relationship existing between poor housing and the incidence of communicable diseases has long been recognized (1, 3, 4, 14, 15, 20, 21). Prominent among the infections exhibiting a significantly higher prevalence in the locales of hygienically undesirable housing are those which affect the upper respiratory tract (4, 5, 9). Necessarily then, the provision of healthful housing for college students is a pre-eminent consideration for administrators and health personnel in institutions of higher learning (10, 18).

While the close relationship holding between crowded conditions of housing and the incidence of otolaryngologic pathologies is a point of rather general agreement, there are few data affording objective evidence of the precise influences germane to this association. Beyond the paucity of precisely analytical studies of pertinent causal relationships, there are evidences of inconsistency with regard to certain specific aspects of the general relationship.

An investigation conducted by Barrow (2) at Stanford University revealed that the incidence of the common cold among college students was not significantly altered by the sleeping room conditions of the subjects. A more recent study of students at the Phillips Exeter Academy tended to strengthen the rationale of the constitutional hypothesis by disclosing rather significant individual patterns of susceptibility to the common cold among subjects exposed to the same enviromnent (19).

Yet again, Robertson and his co-workers (17) furthered the environmental postulate when they reported a direct relationship existed between the bacterial content of the air and the number of troops quartered in Army barracks. The fact that overcrowding of barracks resulted in significant increase in the incidence of acute diseases of the upper respiratory tract strongly suggests the importance of sleeping room conditions as an etiologic factor. In a recent review and analysis of research on the epidemiology of upper respiratory tract infections, Hodges (11) concluded that the amount and intimacy of close physical contact between individuals appears to be of significance in transmission of disease.

Although the studies of Barrow (2) and Sargent, et al., (19) dealt with the common cold as a pathologic entity, it may be assumed that the conclusions advanced have direct application in the causal analysis of associated acute infections of the upper respiratory tract. The close interrelationship holding between acute coryza and other acute pathologies of the otolaryngologic zone is established and generally recognized in the literature (7, 9).

Accordingly, in view of the somewhat contradictory evidence presented, and in consideration of the need for further study of the hygienic aspects of college housing (13), it was decided that experimental investigation of a

phase of the total problem might shed more light on the question at issue.

Purpose of the study. The primary objective of this investigation is to determine the extent to which sleeping room conditions affect the incidence of acute infections of the upper respiratory tract among male college students.

Procedure. In order to determine the interrelationship existing between sleeping room conditions and the incidence of otolaryngologic infection, two specific factors were chosen for experimental consideration. These factors were (a) the size of the sleeping room, in terms of square feet of floor space per person, and (b) the number of persons using the sleeping room. These two components of student housing were considered to be among the more significant environmental elements pertinent to the illnesses in question. It was recognized too that these factors could be readily appraised and adequately defined in the collection of data.

Subjects for the study were selected at random and included 312 male university students ranging in age from 17 to 29 years. Each subject completed a medical history form reporting all data relating to the pre-existence of chronic upper respiratory conditions, presence of tonsils and adenoids, extent of smoking, immunizations received, and other pertinent health information. Subjects whose health histories showed the existence of a chronic disease of the upper respiratory tract were eliminated from participation in the study. Tonsillectomized and adenoidectomized individuals were included since it could be assumed that they were randomly distributed among the several classifications of sleeping room situations. Moreover, the relationship holding between tonsil and adenoid removal and the incidence of upper respiratory infection is not clear at the present time (12).

Since the subjects were selected on a random volunteer basis, it was not possible to secure equal numbers in the various types of sleeping room situations considered. The 312 subjects were classified into five separate groups on the basis of the number of persons using the sleeping room regularly. These groups indicated room occupancy as follows: group I, one occupant; group II, two occupants; group III, three occupants; group IV, four occupants; and group V, five or more occupants. Of the 312 subjects, 42 were classed in group I; 159 in group II; 46 in group III; 40 in group IV; and 25 in group V.

In order to determine the influence of crowding on the incidence of acute otolaryngologic diseases, a second classification was made on the basis of the number of square feet of floor space per occupant. On the basis of the criterion established and affirmed by the Committee on the Hygiene of Housing of the American Public Health Association (1), the size of the sleeping room was categorized as being adequate or inadequate. Subjects whose sleeping quarters afforded 50 square feet of floor space per person were considered to be enjoying adequate sleeping room conditions. Those whose sleeping environment did not meet this standard were considered to be living in inadequate housing insofar as sleeping room size was concerned. Of the total sample, 232 were classed as being in adequate quarters and 80 as being in inadequate quarters.

Each subject received mimeographed data instructing him to report immediately to the university informary if, at any time during the 60-day

experimental period, he experienced one or more of the described signs and/or symptoms of acute upper respiratory infection. These instructions. were prepared in collaboration with staff physicians of the University of Florida's Department of Student Health. Subjects reporting to the infirmary during the investigational period were examined by staff physicians who prepared a comprehensive diagnostic report for each case. The data reported were based on clinical diagnoses since laboratory analyses were not conducted. It was recognized that certain of the upper respiratory infections, such as the common cold and influenza, do not always present well-defined clinical pictures (6, 7, 9, 16). However, within the broad scope of acute otolaryngologic conditions, the diagnoses for this study could be considered to have high validity.

Results. Following the diagnostic and case reporting phase of the study, the accumulated reports were classified and tabulated according to the incidence of infection among the several groups previously described. The distribution of cases, and the per cent incidence, with respect to room occupancy are shown in Table 1.

TABLE 1

Comparative incidence of acute upper respiratory infection in relation to sleeping room occupancy

Group	Room occupancy	Total number	Number cases	% cases	°%
I	1	42	2	4.8	3.3
II	2	159	2	1.3	.9
III	3	46	6	13.0	5.0
IV	4	40	7	17.5	6.0
V	5 plus	25	1	4.0	3.9

On the basis of these data the reliabilities of the differences between percentages were determined by calculating critical ratios according to appropriate formulas (8). Intergroup comparisons in terms of "t" values showed significant differences in percent incidence of infection existing between groups II and III (.05 level of confidence) and groups II and IV (.01 level of confidence). It is noteworthy that subjects in groups III and IV were more often found to be sleeping in rooms having inadequate space than were subjects in other groups. Further, inasmuch as the use of standard error of percentages may be of questionable validity when small samples are combined with an extreme percentage, it is probably advisable to regard the two instances of significant intergroup differences with caution.

Classification of the data with respect to the influence of per capita sleeping room space on the incidence of infection probably affords more meaningful comparison. Morbidity rates for groups A (adequate) and B (inadequate) are presented in Table 2.

TABLE 2

Comparative incidence of acute upper respiratory infection in relation to per capita sleeping room space

Group	Per capita space	Total number	Number cases	% cases	^{o}%	^{o}D%	t
A	50 sq.ft.	232	8	3.5	1.2	3.9	2.31
B	50 sq. ft.	80	10	12.5	3.7		

These data indicate a significant difference existing between the incidence of acute otolaryngologic infection among subjects in adequate quarters and among those in inadequate quarters. That is, the rate of infection is significantly higher among students whose sleeping rooms provide less than 50 square feet of floor space per person.

Conclusions. On the basis of the obtained data, and within the limitations of the techniques used, the following conclusions would seem justifiable for similar population samples:

1. The amount of floor space per person in a sleeping room appears to have a significant relationship to the incidence of acute otolaryngologic infection. The difference observed between groups A and B is significant at the .05 level of confidence.
2. The lack of a common pattern of significant differences holding among the groups when classified in terms of the number of room occupants would seem to indicate that this factor, as such, is not a prominent etiologic element.
3. There is a tendency toward overcrowding when more than two, and less than five, students share a sleeping room. This would appear to reflect the practice of three or four persons using a room designed primarily for two people. When students sleep five or more in a room, this room is generally of the sleeping porch type and designed for relatively larger numbers of occupants.

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*THE PURPOSES OF PHYSICAL EDUCATION FOR COLLEGE MEN

A. R. Wise

The purposes of the study were to analyze the nature and extent of agreement among college physical education department chairmen upon the objectives of college physical education programs, to secure judgments concerning practicality of measurement of objectives, and to relate important physical education purposes to the purposes of general education at the college level.

Specifically stated objectives for the complete program of physical education at all levels were gathered from selected sources in the literature. The objectives were classified into four main categories called Physio-Biological, Socio-Citizen Producing, Psycho-Personal and Intellectual-Cultural. To determine which of the purposes were most important specifically to the college program of physical education for men, department chairmen were asked to make ratings of the objectives. The chairmen interrogated were also members of the College Physical Education Association, which organization sponsored the study. The ratings were made on a four-point scale of relative importance ranging from "of no importance" to "very important."

Index scores were computed to represent the relative importance given by the respondents to the objectives. On the basis of these index scores, the specific objectives were grouped into three sections: "objectives of most importance," "objectives of least importance" and "objectives of intermediate importance." Objectives in each section and their index ratings were analyzed. Where a difference of opinion was apparent, comparisons were made of ratings for schools of various meaningful classifications. Ratings for colleges offering only elective programs were compared with those for schools maintaining a graduation requirement of physical education credit. Ratings were compared among schools of various length of time requirements: one, two, three or four years. Ratings for colleges which exempted veterans from the physical education requirement were compared with ratings for colleges which did not exempt the veterans.

The physical education directors were further asked to express an opinion concerning the practicality of measurement in the case of each of the objectives. Practicality of measurement of the objectives in the Physio-Biological, Socio-Citizen Producing, Psycho-Personal and Intellectual-Cultural categories was analyzed. The practicality of measurement was also analyzed for the three importance groupings.

Statements representing the objectives of general education at the college level were gathered from selected sources in the literature. The

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most important objectives of college physical education, as determined by the respondents' ratings, were related to these objectives of general education in colleges.

Findings and Implications. The general findings of the study and some of the implications of these findings may be summarized as follows:

1. Important physical education objectives for college men covered a wide area. Objectives embraced physiological, sociological, psychological and intellectual areas of human development.

2. While complete unanimity of opinion among college physical education directors as to the relative importance of any specifically stated objectives for the program was lacking, there was general agreement upon broadly stated purposes. The fact that there was not complete unanimity of opinion concerning the importance of any objectives of the college physical education program may appear to lend some validity to the claim that the physical education program lacks direction, and, therefore, equivalence in physical education for military service cannot be determined. The diversity of program purposes, as well as the very nature of the activity program itself with its variety of activities, presents prolific opportunities for disagreement. Health disagreement and discussion of purposes might be a strength rather than a weakness. A more defensible practice for determining equivalence for military service might be to allow physical education credit only for the specific skill and behavior patterns consistent with those expected from physical education.

3. In the opinions of department chairmen, the objectives of physical education which were of primary importance to the college men's programs were development of motor skill, habits of participation for the present and the future, interest in physical activity, and providing fun of participation. It is apparent from the findings of the study that the major emphasis in college physical education for men is placed upon the actual teaching of skills with the view to making sports skill valuable to daily living now and in the future. The program is directed toward the development of interest and skill in the kinds of activity which will lead the student to seek expression through participation in motor activities.

4. Some objectives among those considered least important in the respondents' opinions came from each of the four main categories. Develop resistance to disease, prepare for military service, develop ability of reflective thought, develop extroversion, and develop obedience where examples of least important objectives.

5. In general, agreement among the department chairmen concerning importance of college physical education objectives was closest on physiological type purposes. The respondents showed a tendency to agree that objectives in the Physio-Biological category were either important or unimportant.

6. Least unanimity of opinion concerning importance of college physical education objectives was on sociological type purposes. Although a greater number of objectives considered important were selected from the Socio-Citizen Producing category than from either the Physio-Biological or the Intellectual-Cultural categories, the remaining objectives caused a great deal of disagreement.

7. The objectives of college physical education rated of high importance were generally not related to the intellectual and cultural development of students. Only a few specific objectives of the program dealing with intellectual pursuits were considered important. Intellectual-Cultural objectives considered in the most important section included the extension of knowledge of techniques and rules of the activities, personal and group health knowledge, and the development of appreciation as a spectator.

8. Longer time requirements for college physical education seemed to be related to greater agreement among the directors and to the amount of importance given to objectives in physical education by them. When the time requirement was limited for physical education, the directors gave less importance to the program objectives. The directors indicated that important results from any program are not likely to result from instruction over a short period of time. It would seem that some of the divergent opinions arise from inconsistencies in the time allotment and the stand taken upon requirements by the institutions throughout the country.

9. Those objectives which were rated as most important to the program were also those which the directors indicated may most practically be measured. Fifty-six percent of the objectives in the most important section were considered practical to measure compared to thirty-one percent for the intermediate and twelve percent for the least important sections. Much of the discussion related to purposes of college physical education stems from the area of measurement. Motor skill as an outcome of the program is relatively easy and practical to measure, much the same as skill in Latin or mathematics can be measured. Difficulty arises when measurement is applied to attitudes and behaviors. Social and emotional development does not lend itself as readily to measuring devices as does motor skill or skill in handling the written word. The tendency is to place importance upon behavior which can easily be measured. However, the social, psychological and cultural outcomes may be just as important even though it is difficult to objectively detect student development in those areas.

10. Physical education objectives seemed to be generally related to the objectives of general education at the college level. The important objectives for a program of physical education may evidently easily be applied to the purposes of the general education of students. To the extent that physical education is directed toward developing the socially aware citizen equipped with common skills and knowledges which are fundamental to general education, physical education may be considered a part of the total general education of the college student. Physical education assumes the responsibility for providing skills in the motor area in the same way that other academic areas are concerned with communicative skills. In addition, the social situations presented by physical education activities offer a laboratory rich in opportunities for social adjustment and emotional control, where teaching is directed toward the realization of these objectives. The unique physical approach to general education made by physical education increases its usefulness to the general education program.

Conclusions. The following conclusions seemed justified by the findings of the study:

1. Certain important objectives of a program of physical education for college men, as evidenced by the opinions of the program directors, might be set up for all programs at the college level. These objectives would include the development of motor skill, development of participation habits for the present and the future, development of interest in physical activity, development of sportsmanship, and providing fun of participation.

2. Since most of the objectives found in the literature for the total physical education program were considered unimportant by the college directors, it would appear that new literature pertaining to objectives at the college level is needed.

3. Important physical education objectives, which embrace physiological, sociological, psychological and intellectual areas of human development, indicate that physical education has important contributions to make to the well-integrated individual sought through the program of general education in institutions of higher education.

4. The number and extent of possible contributions which physical education can make to the total education of the students is probably dependent upon the length of time allotted to the physical education program. Longer time requirement would seem to increase both the number and the degree of potential contributions of physical education to the students.

5. There is a great deal of uncertainty among the directors of college physical education programs concerning the measurement of program objectives. More adequate methods for measuring the attainment of objectives of college physical education seem to be indicated.

*THE CONTRIBUTION OF ATHLETICS TO SOCIAL MOBILITY

Anthony Arthur Annarino
Purdue University

The Problem and Its Importance

Education has a "social mobility" function to perform. It must aid in the social process of testing, selecting, distributing, and promoting individuals. In order to function, democracy depends upon intensive social mobility. It is therefore important to study the degree to which athletic participation contributes to the social mobility of the participant, and to acquire a keener insight into the social functions of athletics in education.

It is the purpose of this study to determine, firstly, the degree to which athletic participants at Purdue University feel that their high school and college athletic experiences definitely contributed to their basis personality needs and, secondly, to determine evidences of social mobility by social selection through "dating" and mating.

Procedure in the Solution of the Problem

The data used in this study were derived from two types of questionnaires. Information secured from anonymous questionnaires returned by 130 members of the six varsity athletic teams at Purdue University was used to determine the degree to which the athletes felt that athletic participation fulfilled their basic personality needs. Another type of anonymous questionnaire was used for the non-athletes, paired with the athletes, in order to compare the social status of the non-athlete's families and the families of their girl friends with the athletes and the families of their girl friends. This comparison sought to determine the degree of social mobility as reflected by social selection and mating.

In the interpretation of the data, an answer was sought to the question: "Do athletes at Purdue University tend to 'date' and be accepted by girls of a higher level of social status than do non-athletes?"

Summary of Results

The results show that athletes feel that athletic experience contributes considerably to the satisfaction of their basic personality needs. Above all it provided "a great deal" of adventure, new experience and zestful activity.

Athletes at Purdue felt that the following contributed "somewhat" to the satisfaction of their basic personality needs:

1. A sense of power, master, and achievement.
2. Helping him to get into clubs and fraternities.

*A Master of Physical Education Thesis, Purdue University.

3. Improving his emotional security.
4. Giving him social self-confidence.
5. Improving his sense of belonging.
6. Helping him to make social contacts.
7. Improving his health, physical well-being, and physique.
8. Enabling him to finish high school and to go on to college.
9. Aid him in getting more summer and part-time jobs.
10. Helping him to move in more "exclusive" circles than he might otherwise have.

In the following situations Purdue athletes were less willing to admit help from athletic participation. They felt that participation contributed "only slightly" to the following:

1. In giving the individual scholarship assistance for further education.
2. In enabling him to get the "inside track" in some ways through radio, press, and movie publicity.
3. In giving his family social prestige.
4. Enabling him to date girls who otherwise might not have accepted him.
5. Allowing the teacher or professor to "give him a break."
6. Affecting his election to offices and positions.

Athletes felt that their athletic experiences contributed "not at all" in helping their father's business or increasing their father's job security.

In determining social mobility as reflected by social selection and mating we find in the three "upper" classifications 72.5 per cent of the athletes and 93.5 per cent of their "girl friends," compared to 83.0 per cent of the non-athletes and 63.0 per cent of their "girl friends."

In the three "lower" classifications, there are 27.7 per cent of the athletes and 6.1 per cent of their "girl friends" and 15.4 per cent of the non-athletes and 36.8 per cent of their "girl friends."

The critical ratio of the difference found between the means of the two groups and the probable error of that difference was 9.0 and is therefore highly and statistically significant. This indicates that the difference could hardly have been due to any chance factors.

Conclusions

1. The results of this study indicate clearly that athletic participation and experiences are exceedingly strong factors in making for social mobility and the satisfaction of the basic personality needs of the individual.
2. Many athletes, from families of lower social classes, are elevated into higher social classifications by meeting, "dating," and marrying girls from families of higher social levels. If these boys were not participating in athletics they may have had less opportunity to meet these girls.

Recommendations

Since athletic participation contributes to social mobility and the satisfaction of basic personality needs of youth, the athletic coach and physical-education teacher have important obligations in seeing that their respective areas fulfill these important social functions of the school.

The very nature of athletic activities and the social value attached to them in our American culture makes these activities exceedingly valuable in their contribution to personality development and social mobility. Conscious planning and carrying out of techniques for furthering these developments in individuals should be a major educational task of coaches and teachers.

*A STUDY OF SOCIAL INTEGRATION IN A COLLEGE FOOTBALL SQUAD

William G. Trapp
Wabash College

The Problem

What evidence of social integration or lack of it is possible in a college football squad? Does a football team grow into a more compact unit as the season progresses? Do certain cliques or subgroups interfere with achievement of the highest degree of social integration within the squad? (By social integration is meant the process through which unity is achieved by changing individual behavior patterns to coincide with the social character of the group. Example: A football squad is a social group bound together as a unit by strong group purposes.)

Subjects

The study was limited to forty-six (46) varsity football players of an old established liberal arts college in Indiana. Football practice began on September 1st but the first responses from subjects were not obtained until October 1st so that all had considerable opportunity to get acquainted.

Procedure

The players were informed of the research project, but the purpose or its nature was not disclosed. They were assured that the answers would be kept in strict confidence. The ballots were placed in sealed envelopes and were not analyzed until the football season was completed. Time was taken during the team chalk talks for players to complete the ballots. Since attendance was required, it was possible to poll all players at the same time. The first ballot was completed on October 1st, the succeeding ballots were administered on October 22, October 29, and November 12th.

The technique or instrument employed was the Personal Distance Ballot,** an adaptation of the Bogardus Test of Social Distance, on which each squad member indicated the personal distance at which he preferred to hold every other member. Each individual had forty-six judgments made on him by the forty-six squad members. His final index of social acceptance after each ballot represented the degree of his acceptance by the rest of team members. Social integration was assumed to be improving when members so adjusted their social behavior that the social distance between members was decreased.

*A Master of Physical Education Thesis, Purdue University.

**Tested for validity and reliability in previous research by Dr. C. C. Cowell, Purdue University.

Ballots were arranged with names of squad members thereon. Also printed thereon was the statement: "If you had full power to treat each player on this team as you feel, just how would you consider him? Just how near would you like to have him to your family?" The ballot then indicated--I would be willing to accept him:

a. Into my family as a brother.
b. As a very close "pal" or "chum".
c. As a member of my "gang" or club.
d. On my street as a "next door neighbor."
e. Into my class at school.
f. Into my school.
g. Into my city.

Each item was weighted in value as indicated and each individual assigned an index of social acceptance accordingly.

Similarly a group index is the group's total weighted values divided by the number of players balloting.

The group index became important in studying the behavior of the whole group as well as the subgroups operating with the total structure.

The team was divided into the following subgroups: (1) fraternity men, (2) independent (non-fraternity) men, (3) backfield men, (4) linemen, (5) seniors, (6) juniors, (7) sophomores, (8) freshmen.

Treatment of Data

The personal distance ballot indices of the subgroups were compared on a round robin basis to determine the degree of positive or negative social integration (disintegration).

A critical ratio was computed for each pair of compared indices to test for the probability of chance samplings. This method permits one to trace the degree of social integration, or to discover which subgroups aid or hinder the process of social integration.

Critical ratios were interpreted in terms of t values. One and five per cent levels of confidence were used to determine the statistical significance of the differences measured. A one per cent level of confidence indicates that the chances are 99 in 100 that there is a significant difference between the compared means. A five per cent level of confidence indicated that the chances are 95 in 100 that there is a significant difference between compared means.

Results

1. The process of social integration in the team as a whole was positive and continuous throughout the season. At each balloting period the critical ratios grew higher and the "t" values of these significant at the 1% level.

The team became more unified as the season progressed. Individuals were tearing down barriers of personal differences. Subgroups and cliques began to subordinate their own desires and interests for the good of the team.*

*The team was undefeated in its season. It had one tie game.

2. The seniors tended to accept the classes on a hierarchial arrangement; seniors first, juniors, sophomores, and lastly, freshmen. However, with the seniors, the only statistically significant critical ratio was indicated in the increase of social acceptance of the freshmen by the seniors.

3. There was a positive and continuous process of social integration between the members of the freshman class.

4. The only evidence of social disintegration was the increase of social distance between the fraternity group and the independent group. A two way relationship existed. The two groups increased the social distance between themselves during the season, while at the same time they decreased the social distance within their own group. The independent men accepted the fraternity men more closely than the fraternity men accepted the independent men.

5. The linemen decreased the social distance between themselves as the season went on. The backfield men were drawn closer to the linemen as evidenced by the decrease in personal distance. The backfield men, however, found it more difficult to accept each other closer than the linemen also found this more difficult. Personal rivalry and the fact that the ball carriers get the attention and publicity may be a disintegrating factor here.

Possible Implications

1. The leadership within the senior class should be fostered and developed. They may well set the standards of behavior and group morale.

2. Freshmen should be subjected to consciously planned orientation programs. Social gatherings and other devices aimed at decreasing the social distance would foster group morale and acceptance of common group goals.

3. The behavior patterns within fraternity and non-fraternity groups should be studied in the interests of democracy, group morale and increased social integration.

4. The problem of inter-personal relationships appeared clear in this study, of two players of similar ability, the one accepted at a greater social distance by the group -- the "outcast" or "rebel" is more apt to hinder team success.

A PREDICTIVE INDEX AS A BASIS FOR THE SELECTION OF PROSPECTIVE TEACHERS IN PHYSICAL EDUCATION

Donald Thomas Handy

The purpose of this study was to discover the possibility of developing an index for predicting successful teaching in physical education that could be utilized as a counseling device with undergraduate and graduate physical education major and minor students at the University of California, Los Angeles. The careful selection of prospective teachers was a persistent problem that needed solving. On the basis of the findings of this investigation, it was considered possible to recommend and improve methodology for (1) the establishment of the criterion categories of "success," (2) the selection of the attributes on which the selection could be based, and the establishment of predictor categories for each of the attributes, (3) the selection of predictor variables, and (4) applying the findings of the resultant relationships to a program of selective guidance and counseling of men major students in physical education.

Data for the study were obtained from testing 622 major and minor students of physical education over a four-year period. Three hundred zero-order and twenty-nine multiple correlation coefficients were run to determine the combinations of tests most predictive of teaching success as measured by administrators' ratings of individuals who had taught for a minimum period of one year; these were obtained in the form of an arithmetic mean of the scored responses of a questionnaire rating scale. A regression equation was developed, utilizing the best possible combination of predictor variables as demonstrated in the coefficient of multiple correlation obtained (.81).

When values are substituted, the complete regression equation for predicting individual teaching success scores becomes:

$$\overline{X}_0 = .052X_1 - .66X_2 - .025X_3 \text{ p } .044X_4 \text{ p } .093X_5 \text{ p } .033X_6 - .006X_7 - .056X_8 \text{ p } .047X_9 - .247X_{10} - .201X_{11} - 12.77.$$

The $\overline{X}_0$ in this equation is the score predicted for an individual from the predictor variables. The remaining unknowns are numerical scores obtained from the following sources in the 1949 test battery and selected internal criteria: X_1 - Science Research Associates Reading Record; X_2 - American Council on Education Psychological Examination; X_3 - Byrd Health Attitude Scale; X_4 - Johns' Health Practice Inventory; X_5 - Acorn Health Education Test; X_6 - Kuder Preference Record minus Social Service and Persuasive scales; X_7 - Bell Adjustment Inventory; X_8 - Sargent Jump Reach; X_9 - Kuder Preference Record (Social Service and Persuasive scales); X_{10} - Faculty Rating; and X_{11} - Student Teacher Grade.

Twenty-eight cases were available which could be used actually to check accuracy of predictions made through the regression equation. Fifty percent

were predicted within one point of their actual obtained score as found from the administrators' ratings: This finding closely agrees with the index of forecasting efficiency (E) which equals 40.93 percent and means that predictions by means of the equation are 41 percent better than those made merely from a knowledge of the mean of the questionnaire values. The Predictive index reveals that a multiple correlation coefficient of .81 predicts performance about forty-one percent better than chance.

CRITERIA FOR THE SELECTION OF MEN TEACHERS FOR POSITIONS IN HIGH SCHOOL PHYSICAL EDUCATION

Aubrey Arlen Bates

Due to the wide range in standards for teacher certification among states and teacher-education institutions and due to the nature of duties to be performed in high school physical education, the possession of a teaching credential in itself does not guarantee a high degree of teaching success. Greater efficiency in selecting the best qualified men for teaching positions in physical education at the secondary level is of paramount importance to increasing the status of physical education in the education profession and to improving the quality of experiences provided to the boys through this phase of the school program.

The purpose in the study was to identify those aspects of an applicant's education, experience, and personal attributes currently postulated by educators as significant indices of potential teaching success, to ascertain the standards and practices most relied upon by employing school districts in the selection of such teachers, and to formulate such findings into a rating device that would expedite efficiency in the selection of secondary physical education teachers.

Primary sources by which data were obtained for formulation of the rating device included questionnaires from 383 physical educators, 224 superintendents of high school districts, and ninety-six directors of teacher placement agencies representing nationwide distribution. Other resources included ten unpublished doctoral dissertations of reports by research committees, thirty-five research studies reported in periodical literature, and numerous conferences with professional associates and educational leaders interested in this problem area.

The rating scale formulated in the study contains twenty-four appraisal factors grouped under five sectional headings according to the method or source of obtaining data concerning an applicant's teaching competencies. Percentage values were derived for each of the five sectional divisions from the recommendations and practices disclosed by the questionnaire respondents. The percentage values for the various sections were apportioned to the factors within the section according to the value derived for the factors.

The five sectional divisions of the rating scale and the percentage value for each were as follows: (1) personal interview factors, 33.6 percent; (2) observation of teaching factors, 19.3 percent; (3) athletic and professional factors, 17.9 percent; (4) reference letter factors, 16.9 percent, (5) college transcript factors, 12.3 percent.

The following administrative practices were recommended for use in conjunction with the rating scale: (1) positions to be filled should be adequately defined in terms of regular duties to be performed, extracurricular responsibilities, and salary to be received; (2) all available sources should be utilized to secure the names of a sufficient number of well-qualified applicants; (3) an evaluation committee of three or more persons should be utilized whenever feasible; (4) all appointments should be made from those ranking highest in scores obtained on the rating scale.

HEALTH BEHAVIOR OF SELECTED JUNIOR HIGH SCHOOL PUPILS

Albert Deahl Colebank

School health instruction is directed toward bringing about desirable changes in the behavior of the student--that is, what he thinks, what he feels, what he knows, and what he does. In planning and carrying out a successful instructional program, evidence concerning practices, attitudes, and knowledge reveals not only the desirable behavior patterns, but also indicates home, school, and community conditions which do and do not meet established criteria. This study attempts to secure and analyze such evidence by constructing and administering a health behavior inventory to 1000 junior high school pupils.

In utilizing the normative-survey method of research, a three-track procedure has been devised which attempts to match three parallel or integrated items concerned with a basic health principle, but stated in distinct forms which concern practice, attitude, and knowledge. The final inventory of 108 items was the result of validation techniques which included the selection of items from authoritative sources, screening by "experts," computation of item validity through use of the index of discrimination, development through several trial forms, and a study of health interests and needs of junior high school children.

In addition to the data from the inventory an index of socio-economic status was obtained for each student, and, on the ninth grade level, a measurement of academic intelligence was also secured. These scores were correlated with scores on the health inventory.

The major findings of this investigation are as follows:

(1) The lowest scores on the inventory were made on items pertaining to defense against disease, personal and group adjustment, evaluation of health services and health products, and safety and first aid.

(2) The highest scores on the inventory were made on items pertaining to nutrition, dental health, and exercise, play and body mechanics.

(3) Ninth grade students scored 3.9 per cent higher on the inventory than did seventh and eighth grade students. Mean scores for the latter two grades were almost identical.

(4) Mean scores for girls were 8.0 per cent higher than for boys.

(5) On Part I (practices) seventh graders had a mean score 3.9 per cent above that of eighth graders and 2.4 per cent above that of ninth graders.

(6) On Part II (attitudes) ninth grade pupils scored 3.2 per cent higher than eighth graders and 3.9 per cent higher than seventh graders.

(7) On Part III (knowledge) the mean score of ninth graders was 7.6 per cent above that of eighth graders, and 11.7 per cent above that of seventh graders.

(8) A marked relationship between knowledge and attitude, as measured by the inventory, is indicated by a correlation coefficient of .64 for these

two factors. A coefficient of .47 is shown for attitudes and practices, and a coefficient of .35 is shown for knowledge and practices.

(9) A marked relationship between health behavior and academic intelligence is indicated by a coefficient of .60. This was obtained by correlating the scores on the inventory with scores on a standardized intelligence test.

(10) Slight relationship of health behavior and socio-economic status is indicated by a coefficient of .36 obtained by correlating scores on this inventory with scores on a socio-economic test.

THE INTEGRATION OF PHYSICAL EDUCATION WITH PHYSICAL MEDICINE AND REHABILITATION RELATIVE TO THE PREPARATION OF PROFESSIONAL PERSONNEL

John J. Sellwood

The purpose of this study was to discover the relationships of physical education with physical medicine and rehabilitation relative to personnel requirements and qualifications to meet the basic needs of the handicapped. On the basis of the findings of the investigation, principles and guide lines were formulated for the development of curricula in the preparation of professional personnel at the university level.

Need for this study was evidenced by the demand for physical education and recreation personnel as therapists by the California Department of Mental Hygiene, civilian, and mental hospitals. Further requests and opportunities were also found to be present for physical educators with a strong background in adapted physical education in the schools. Both the School of Medicine and the Department of Physical Education at the University of California, Los Angeles, were interested in discovering opportunities, relationships, and available resources which would implement and strengthen the preparation of personnel in the field of physical medicine and rehabilitation.

Pertinent literature and research studies were reviewed, and information sought from authorities as a means of aiding in the solution of the problem. In obtaining additional data, questionnaire replies were received from personnel of 271 hospitals throughout the United States, from 237 members of the American Congress of Physical Medicine, and from thirty-eight specialists in the field of adapted physical education.

The data secured from medical personnel were concerned with present employment; the need for additional personnel; and the preparation of physical therapists, occupational therapists, corrective therapists, and recreational therapists. Specialists in adapted physical education contributed findings pertaining to the values of physical education and recreation in satisfying the physical, mental, and social needs of the handicapped.

Principles and guide lines in curriculum development for physical education and recreation and related therapies in rehabilitation were formulated. On the basis of the findings and the principles and guide lines that were developed, conclusions were drawn relative to physical education and recreation in physical medicine and rehabilitation.

From this investigation it would appear that there was abundant evidence that physical education and recreation personnel have a role to play in physical medicine and rehabilitation. The fact that those working with corrective therapists and recreational therapists saw their value as members of the rehabilitation team and indicated a need for more personnel emphasized the validity of this conclusion.

Implications for the University of California, Los Angeles, emphasized the establishment of curricula through the joining of resources of the School

of Medicine and the Department of Physical Education in conjunction with related fields. Principles and guide lines formulated could serve as a basis for the curriculum development.

In planning the professional preparation for physical therapy, occupational therapy, and physical education and recreation in rehabilitation, the findings suggested that consideration should be given to establishing a common core curriculum which would be basic to all specialties. A basic preparation in physical education or recreation beyond the common foundation courses, however, was considered to be part of the curriculum for corrective and recreational therapists.

THE STATUS OF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION FOR MEN IN THREE DISTRICTS OF THE A.A.H.P.E.R.[1]

Raymond A. Snyder
University of California

THE PROBLEM

The problem undertaken in these studies was the portrayal of the present status and practices of professional preparation programs in physical education at the undergraduate and graduate level in schools in the Northwest, North Central and Southwest Districts of the American Association for Health, Physical Education and Recreation.

PURPOSE OF THE STUDY

The major over-all purpose of these studies was to determine the present status of professional physical education in certain institutions preparing physical education majors to teach in the public schools.

The studies, then, did not cover all schools in the Northwest, North Central[2] and Southwest Districts of the A.A.H.P.E.R., but only those schools which offered a major in physical education. They were a study of factors which were generally considered to influence the type and quality of programs of professional preparation.

PROCEDURES

Since the data for these studies were to be collected largely through the interview method, a check list for this purpose was devised. In determining those aspects to be included in these studies of existing status of professional preparation in the Northwest, North Central and Southwest Districts, the report of the National Conference on Undergraduate Professional Preparation in Physical Education, Health Education and Recreation[3] and the report of the National Conference on Graduate Study in Health, Physical Educa-

[1]Three dissertations submitted in partial fulfillment of the requirements for the Doctor of Education Degree in the School of Health and Physical Education, University of Oregon, Eugene, Oregon, 1951-1952.

[2]Includes only the states of Wyoming, Colorado, Nebraska, North Dakota and South Dakota in the Central District. These states were referred to in this study as being in the North Central District.

[3]Report of the National Conference on Undergraduate Professional Preparation in Physical Education, Health Education and Recreation, Jackson's Mill, Weston, West Virginia, May 16-17, 1948.

tion and Recreation[4] were valuable. For the studies in the North Central District and Southwest District, the Teacher Education Standards in Physical Education by the Oregon Association for Health, Physical Education and Recreation[5] were also used.

An attempt was made to interview the head of the physical education department of each institution. If he was not available, someone in the department was contacted and the information collected; a personal check was also made at each institution.

ANALYSIS OF THE FINDINGS

The following analysis of the findings was based on data taken from these studies:

Undergraduate Area

1. Of the 96 institutions studied in the three districts of the A.A.H.P.E.R., 65 were organized as departments of physical education, 28 were organized as divisions of physical education under schools or colleges of education, and only three as schools of physical education.

2. Sixty of the 96 institutions offered the Bachelor of Arts degree and 54 the Bachelor of Science degree in physical education. One institution offered the Bachelor of Physical Education degree and three, the Bachelor of Education degree.

3. Twenty-two of the 96 institutions offered Master's degrees and five, Doctor's degrees.

4. The figures available indicate that in the 96 institutions, about three men are being prepared as physical education teachers for every woman similarly prepared.

5. The administration of practice teaching was under the jurisdiction of the Department of Education in 80 of the 96 institutions.

6. 1,426 of the 1,726 students doing practice teaching in physical education were teaching on a part-day basis, 226 on a full-day basis and 74 on an internship basis (living in a town away from the college and teaching a full day, five days per week).

7. A total of 1,218 of the 1,726 students doing practice teaching in physical education in the school year 1950-1951 did some or all of their practice teaching in an area other than physical education. In each of the districts more than one-half of the physical education major students did practice teaching in areas other than physical education, in addition to practice teaching in physical education.

8. Over one-half of the 96 institutions in the three districts studied had fewer than five faculty members. Three institutions had only one faculty

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[4]National Conference on Graduate Study in Health Education, Physical Education and Recreation, Graduate Study in Health Education, Physical Education and Recreation. (Pere Marquette State Park, Illinois, January 1950).

[5]Teacher Education Standards in Physical Education. Oregon Association for Health, Physical Education and Recreation. University of Oregon, Eugene, Oregon, 1952.

member in the physical education department.

9. There were 9 institutions of the 96 studied which did not have any faculty members teaching professional physical education courses who held a master's or doctor's degree.

10. Of the 558 faculty members teaching professional courses, 64 had a doctor's degree, 314 a master's degree, 175 a bachelor's degree and five had no degree.

11. Of the 558 faculty members teaching professional courses in the three districts, 180 or 32 per cent in the 96 institutions had not had elementary or secondary teaching experience.

12. Of the 558 faculty members in the 96 institutions, 86 held the rank of professor, 103 associate professor, 136 assistant professor, 142 instructor, and 91 did not have a professorial rank.

13. The average requirement of each institution for professional lecture courses in physical education is 23.2 quarter hours. This figure was broken down as follows: (a) Average requirement for organization, administration and program areas was 4.52 quarter hours. (b) Average requirement for history and philosophy of physical education was 4.03 quarter hours. (c) Average requirement for tests and measurements in physical education was 1.15 quarter hours. (d) Average requirement for methods of teaching in physical education was 6.39 quarter hours and for methods of coaching, 7.11 quarter hours. (e) Average requirement for methods of teaching in physical education and methods of coaching combined, totaled 13.5 quarter hours. More than 50 per cent of the requirements in professional lecture courses were in the methods area.

14. In the 96 institutions, the average quarter hours of required professional activity courses was 3.83 and the average quarter hours of required service activity courses was 5.08.

15. The average number of quarter hours in required physical education sciences, life sciences, physical sciences, and optional life and physical sciences was 24.56 quarter hours. This figure was broken down into 7.32 quarter hours in required physical education sciences, 13.44 quarter hours in life sciences, 2.84 in the physical sciences and .96 in optional life and physical sciences.

16. In the 96 institutions studied, the average quarter hours required in health education was 5.23 and in recreation, 2.19.

17. It was found that about 33 per cent of the institutions had swimming pools, about 40 per cent had weight rooms, about 30 per cent had corrective rooms and almost all of them had at least one basketball court as a competition floor, utility gymnasium, or as a separate teaching station.

18. 64 per cent of the institutions had outside utility fields, 95 per cent had football fields and 96 per cent had at least one tennis court.

19. It was found that some institutions had inadequate equipment for teaching certain courses that were scheduled in their activity programs. This was usually in the small colleges.

20. It was found that most institutions used one textbook for each course and that similar textbooks were most commonly utilized for the same courses in the 96 institutions.

21. The range on the number of books in physical education in the various libraries was from 28 in one institution to 953 in another.

22. More institutions subscribed to the Journal of the American Association for Health, Physical Education and Recreation than any other physical education periodical. Eighty-six of the ninety-six institutions subscribed to this particular journal. The second most commonly used periodical was the Athletic Journal. Third and fourth most commonly used were the American Journal of Public Health and Research Quarterly of the American Association for Health, Physical Education and Recreation.

Graduate Area

1. It was found that 22 or 100 per cent of the institutions offering a graduate degree required that the student have an undergraduate major in physical education, or make up specific required undergraduate physical education courses.

2. All 22 institutions required the physical education major students to fulfill general college admission requirements. An evaluation of individual transcripts for admission was required by all of the institutions.

3. 19 of the 22 institutions required 45 quarter hours for a master's degree, two required 48 quarter hours, one required 42 quarter hours and one only required 30 quarter hours for the master's degree.

4. Of the five institutions that offered the Doctor of Education degree, three required 135 quarter units beyond the Bachelor's degree and two have no specific number of quarter hours required. In the two institutions in which there were no specified number of required quarter hours, an evaluation of the candidate's transcript and teaching experience was made to determine the number of quarter hours to be required. Three institutions offered the Doctor of Philosophy degree in physical education. All three required a minimum of 135 quarter hours.

5. Four of the 22 institutions required approval by the physical education department at the end of the first term and approval of the Dean of the Graduate School and Director of Physical Education for admission to graduate candidacy for the master's degree. Six institutions required only the approval of the physical education department at the end of the first quarter. 12 of the 22 institutions required the approval of the Dean of the Graduate School and the Director of Physical Education.

6. In 11 of the 22 institutions offering a master's degree with a major in physical education the quarter hours permitted for writing the Master's thesis range from two to 15. Of the five institutions offering a doctor's degree, one institution permitted up to 30 quarter hours for writing the doctoral dissertation, one 15 quarter hours, and three no quarter hours.

7. 567 candidates for a graduate degree were enrolled in 21 of the 22 institutions, 413 men and 154 women. There were no enrollment figures available for one institution.

8. Only 6 institutions had all graduate physical education offerings primarily designed for graduate students. Of these 6 institutions, only one had more than 13 different courses primarily for graduate students. In two of these schools only 6 courses were offered for graduate students only. Eight of the 22 institutions had fewer than 15 per cent of the course offerings primarily arranged for graduate students and five had fewer than 33 per cent of the courses for graduate students only.

9. In the 22 institutions granting a graduate degree, the rank of associate professor was represented most often on the graduate faculty.

10. The largest number of graduate faculty members for any institution was 12, the smallest number, two. 15 of the 22 institutions had fewer than five faculty members actually involved in graduate study.

11. There were 50 graduate faculty members in the 22 institutions who had a doctor's degree, 50 who had a master's degree and four who had only a baccalaureate degree. Only four of the 22 institutions did not have a faculty member with a doctoral degree. One institution had 12, and another, 8 faculty members with this degree.

12. The 22 institutions granting a graduate degree in physical education had a total number of 99 faculty members. 42 of these had only secondary teaching experience, 30 only elementary or secondary experience, 22 had both elementary and secondary experience.

13. The range of quarter hour offerings in specialized professional preparation in physical education primarily designed for graduate students was 12 to 120. Only three institutions offered more than 50 quarter hours and only 11 offered more than 25 quarter hours, including the master's thesis and doctoral dissertation. Only one of the 22 institutions offered more than 9 quarter hours in each of the special physical education areas (History and Philosophy, Research and Evaluation, Corrective Physical Education, Physiological Science, Child Growth and Development, Organization, Administration, Supervision and Program, Aesthetic Phases, Master's Thesis and Doctor's Thesis). A second institution offered more than 9 quarter hours in five special physical education areas. Only 10 of the 22 institutions had two or more special physical education areas with 9 or more quarter hours in graduate offerings, primarily for graduate students. Four institutions had no special physical education area in which they offered 9 or more quarter hours.

PART II

REPORTS OF SUB-COMMITTEES ON PROBLEMS OF COLLEGE PHYSICAL EDUCATION

MEASUREMENT AND EVALUATION

H. Harrison Clarke
Springfield College

More Information About Old Tests

As has been the case other years, several studies have been reported during the past twelve months which provide more insight into the older tests of interest to college physical educators. Brief statements highlighting these studies are given below.

1. Anthropometric Measurement. A very extensive study, which illustrates the use of many anthropological measurements, was conducted on over 4,000 Air Force flying personnel by Hertzberg, Edward, and Daniels.(6) A new body survey was accomplished in which 132 measurements were taken, as well as somatotype photographs and some sociological data. The study of human muscle strength and efficiency is mentioned with a short summary of the results.

Tanner (10) discussed the biometrical handling of growth data, particularly those from a mixed longitudinal series, i.e., in which some subjects are retained and others dropped and replaced during the series. Both the reporting of single-measurement data and the simultaneous reporting of two or more measurements are presented for longitudinal sequences.

2. Grip Strength Tests. The relationship of grip strength to stature, somatotype components, and anthropometric measurements of the hand was studied by Everett and Sills (5). Four hundred students ranging in age from 14 to 29 years were measured with the tests; zero-order, partial and multiple correlations were computed. The results were as follows: The variables of weight, height, mesomorphic component, and anthropometric measurement of the hand all contributed to higher multiple correlations with hand-grip strength; age had little influence upon grip strength for the age range of these subjects; the highest zero-order correlations with grip strength were for weight, hand width, and height; and, throughout the correlational analysis, weight, an anthropometric measurement, and mesomorphy were the most influential in the prediction of grip strength. Multiple correlations did not exceed..7837.

Wear (12) repeated a study formerly conducted by Van Dalen and Peterson on the results of grip strength testing when the instrument is held with the dial inward and with the dial outward. In this study, however, half of the subjects started with the dial inward position and the other half with the dial

outward position, in order to equalize any practice effect which may be present. Wear's results were similar to those of Van Dalen and Peterson, i.e., the dial inward position produced significantly greater results.

3. Cable-Tension Strength Tests. Over a period of several years, apparatus and objective techniques have been devised by Clarke for measuring the strength of muscles activating movements of joints of the body. In his latest report (2), the construction of 16 new strength tests is described; and new findings pertaining to four of the previously reported tests are given. The test procedure is based upon determining with a tensiometer the amount of tension the subject can apply to a cable when pulling from a prescribed position for each test. In all, 38 such tests are now available involving movements of the fingers, thumb, wrist, forearm, elbow, shoulder, neck, trunk, hip, knee, and ankle joints.

4. Sit-Ups. In order to avoid the long length of time required to administer unlimited sit-ups, Waglow (11) constructed a T-scale for the sit-up test when the subject performs as many sit-ups as possible in two minutes. The subjects were 1,312 male students at the University of Florida.

5. Navy Physical Fitness Test. Loveless (8) studied the relationship of the war-time Navy Physical Fitness Test to age, height, and weight. The data were obtained from 5,669 men at the Miami Naval Training Station, Miami, Florida, during the period March 1943 to March 1944. Profile curves of the regression of test scores against age, height, and weight were similar: each showed a slow increase of mean scores at the beginning; and a constant decrease during the remaining intervals. The lowest scores were made by the oldest, tallest, and heaviest subjects.

6. Contrast in Scoring Methods. The scoring procedures for the following six physical ability tests were investigated by McGraw and Tolbert (9): 50-yard dash, standing broad jump, softball throw for distance, jump and reach, wall volley (volley ball), and speed shooting (basketball). The scoring methods were: one trial only, average of three trials, median of three trials, best one of three trials, average of two trials, and best one of two trials. While the subjects were seventh grade boys, there may be implications in this study for the college field. The results: The best of three or median of three trials were found to give most consistent results for the various tests; for this age group, single trials or combinations of two trials, except for the 50-yard dash, were unsatisfactory.

7. Gymnastics. An analysis of the judging of the 1950 National Collegiate Athletic Association Gymnastic Meet was made by Hunsicker and Loken (7). The objectivity coefficients between the judges were found to be reasonably high, ranging from .777 to .977, with the judging on the horizontal bar as most consistent and the tumbling least. It was also found that if the scores of all five judges were used in determining the results, definite changes in the individual standings resulted.

New Tests

New tests of probable interest to the college physical education field are reported as follows.

1. Baseball. Everett (4) studied methods for predicting the baseball ability of players on college teams. The subjects were thirty University of

Iowa varsity baseball players, rated according to playing ability by the head coach. Experimental variables were: ability to throw for distance, running speed and agility (shuttle run with modified zones) ability to visualize spacial relationships (Thurstone's "S" test), ability to make decisions quickly (blocks test), and motor capacity (McCloy's General Motor Capacity Score). The Sargent jump was found to have the single highest correlation with baseball ratings (.523); the best combination was Sargent jump, "S" test, and the blocks test (multiple correlation of .693).

2. Football Charge. Elbel, Wilson and French (3) measured the speed and horizontal force of the footbal charge by means of an especially constructed piece of apparatus whereby the extent of the elongation of a coil spring on the tackling dummy was used as a measure of force exerted during the charge; an electric time-clock was used to measure speed between a vocal command and contact of the shoulder on the dummy. Forty-five University of Kansas football squad members constituted the subjects. The conclusions reached were: There was no relationship between speed of charge and force exerted; the coefficient of correlation between body weight and force exerted was low (.30), although statistically significant at the 5 per cent level; and an inverse relationship (-.51) was found between weight and speed of charge.

3. Muscle Fatigue Test. For purposes of laboratory research into volitional muscle fatigue, Clarke (1) studied testing techniques for single-bout, single-load fatigue tests of the elbow flexor muscles, utilizing the Kelso-Hellebrandt ergograph. With procedures prescribed, a high degree of precision was obtained under conditions of mild to moderate muscular fatigue. Subsequently, the precision of ergographic testing when exhaustion states are reached has been established.

4. Back and Leg Flexibility. Wells and Dillon (13) established the "sit and reach" test as a measure of back and leg flexibility. This test correlated .90 with the Scott and French "Standing Bobbing" test; the coefficient of reliability for the test is reported at .98. While this research is based upon college women as subjects, it is reported here for what implications it may have for the men's program.

References

1. Clarke, H. Harrison, "Precision of Elbow Flexion Ergography Under Varying Degrees of Muscular Fatigue," Archives of Physical Medicine, 33:279 (May, 1952).
2. Clarke, H. Harrison, Theodore L. Bailey, and Clayton T. Shay, "New objective Strength Tests of Muscle Groups by Cable-Tension Methods," Research Quarterly, 23:136 (May, 1952).
3. Elbel, Edwin R., Donald Wilson, and Clarence French, "Measuring Speed and Force of Charge of Football Players," Research Quarterly, 23:295 (October, 1952).
4. Everett, Peter W., "The Prediction of Baseball Ability," Research Quarterly, 23:15 (March, 1952).
5. Everett, Peter W., and Frank D. Sills, "The Relationship of Grip Strength to Stature, Somatotype Components, and Anthropometric Measurements of the Hand," Research Quarterly, 23:161 (May, 1952).
6. Hertzberg, Hans, Theodore Edward, and Gilbert S. Daniels, "Air Force Anthropology in 1950," American Journal of Physical Anthropology, 10:2 (June, 1952)

7. Hunsicker, Paul, and Newt Loken, "The Objectivity of Judging at the National Athletic Association Gymnastic Meet," Research Quarterly, 22:423 (December, 1951).
8. Loveless, James C., "Relationship of the War-Time Navy Physical Fitness Test to Age, Height, and Weight, "Research Quarterly, 23:347 (October, 1952).
9. McGraw, L. W., and J. W. Tolbert, "A Comparison of the Reliabilities of Methods of Scoring Tests of Physical Ability," Research Quarterly, 23:73 (March, 1952).
10. Tanner, F. M., "Some Notes on the Reporting of Growth Data," Human Biology, 23:93 (May, 1951).
11. Waglow, I. F., "A Scoring Table for Two-Minute Sit-Ups," Research Quarterly, 23:111 (March, 1952).
12. Wear, C. L., "Further Study of the Administration of the Manuometer," The Physical Educator, 9:82 (October, 1952).
13. Wells, Katherine F., and Evelyn K. Dillon, "The Sit and Reach: A Test of Back and Leg Flexibility." Research Quarterly, 23:115 (March, 1952.)

Doctoral Dissertations

The following doctoral dissertations in the field of measurement related to physical education have been completed during the period of this report:

1. Bridges, A. Frank, A VALID HEALTH KNOWLEDGE TEST FOR COLLEGE FRESHMEN, 1952. Doctor of Physical Education dissertation, Indiana University.
2. Brown, Howard Steven, A COMPARATIVE STUDY OF MOTOR FITNESS TESTS, 1952. Doctor of Physical Education dissertation, Indiana University.
3. Brown, Roscoe C., AN EVALUATION AND PHYSIOLOGICAL ANALYSIS OF THE MILE SHUTTLE RUN, 1951. Doctor of Philosophy dissertation, New York University.
4. Doolittle, Martann, THE CONSTRUCTION AND USE OF AN INDIVIDUAL HEALTH GUIDANCE FORM FOR COLLEGE STUDENTS, 1952. Doctor of Education dissertation, Teachers College, Columbia University.
5. Gehr, J. Louis, A WORKBOOK OF MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION, HEALTH EDUCATION, AND RECREATION, 1952. Doctor of Education dissertation, New York University.
6. Howland, Ivalclare, A SIMPLIFIED TECHNIQUE FOR TEACHING BODY ALIGNMENT IN STANDING: ITS APPLICATION AND EVALUATION, 1951. Doctor of Education dissertation, New York University.
7. Jaeger, Eloise M., AN INVESTIGATION OF A PROJECTIVE TEST IN DETERMINING ATTITUDES OF PROSPECTIVE TEACHERS OF PHYSICAL EDUCATION, 1952. Doctor of Philosophy dissertation, State University of Iowa.
8. Langston, Dewey Francis, STANDARDIZATION OF A VOLLEYBALL KNOWLEDGE TEST FOR MEN MAJORING IN COLLEGE PHYSICAL EDUCATION, 1952. Doctor of Physical Education dissertation, Indiana University.

9. Leilich, Avis Rae, THE PRIMARY COMPONENTS OF SELECTED BASKETBALL TESTS FOR COLLEGE WOMEN, 1952. Doctor of Physical Education dissertation, Indiana University.
10. Miller, William K., ACHIEVEMENT LEVELS IN TENNIS KNOWLEDGE AND SKILL FOR WOMEN PHYSICAL EDUCATION MAJOR STUDENTS, 1952. Doctor of Physical Education dissertation, Indiana University.
11. Wagner, Artnoll, A FACTOR ANALYSIS OF SELECTED MOTOR ABILITY TESTS, 1952. Doctor of Physical Education dissertation, Indiana University.
12. Willgoose, Carl A., MEASUREMENT AND EVALUATION WORKBOOK IN HEALTH AND PHYSICAL EDUCATION, 1950. Doctor of Education dissertation, Syracuse University.
13. Winsberg, Shirley, THE USE OF ACHIEVEMENT TESTS IN GUIDANCE OF PHYSICAL EDUCATION PROFESSIONAL STUDENTS, 1952. Doctor of Philosophy dissertation, State University of Iowa.

PROGRAM: PHYSICAL EDUCATION AND HYGIENE

Thomas E. McDonough
Emory University, Georgia

These references (some annotated) were gathered from universities offering advanced graduate work. I am indebted to heads of departments who were so kind to respond to my request for research studies completed and in progress, in their own institutions. This list of references supplements previous reports of the sub-committee on Program.

PHYSICAL EDUCATION

Clark, Dana: Relationship of Certain Factors to the Quality of Administrative Programs of Physical Education in New York State. Dissertation in progress, Syracuse University.

The purpose of the study is to examine the relationship between the quality of administrative programs of physical education for boys in the public secondary schools of New York State and each of the following factors: size of school, size of community in which the school is located, per pupil expenditure for public education in the given school district, type of school district, age of the physical education facilities, extent of state aid per pupil, and the physical education director's experience and training.

DeWitt, R. T., An Analysis of the Status of the Health and Physical Education Program for Boys in 101 Selected Tennessee High Schools. Doctor's Dissertation, Indiana University, 1952.

The problem herein proposed is an evaluation of the boys' health and physical education programs in Tennessee Secondary Schools as they exist during the school year 1951-1952.

Health and physical education programs involve not only those activities that take place in the classroom, the gymnasium, and on the play field but the capability of the instructors, the organization of the activities, the various facilities with which the teachers have to work, and other factors. In order to make an evaluation all of these factors must be considered, observed carefully, weighted according to their relative contributions to the program, and, in some way, totaled so that a figure or a statement may be arrived at which will be indicative of the worth or value of each phase, the total program, and the combined status of all the schools.

Hall, Vaughn L., An Evaluation of the Physical Education Program for Boys in Utah Senior High Schools. Doctors Dissertation, University of Utah, February, 1951.

The problem of this study was an evaluation of the physical education programs for boys in Utah senior high schools. Certain aspects of the program included were instructional staff, facilities, program organization, program of activities, professional assistance and pupil-parent-teacher

judgments. The purpose of the study was to create a better understanding of a good program of physical education and to discover weaknesses in the present program which should be corrected.

Kehe, Edwin E., Effect of Posted Performance Ratings upon the Output of Individual Exercise. Master's Thesis, University of Illinois. August, 1951.

The study consisted of posting charts indicating various levels of performance closely adjacent to a variety of exercise equipment located in our Men's Old Gymnasium balcony, then noting the effect on individual voluntary participation. The equipment consisted of chinning bars, push-up bars, rowing machine and bar bells.

McBride, Matt L., The Derivation and Application of the Principles of the World War II Physical Reconditioning Program to the University Program. Completed Doctoral Study, New York University, August, 1952.

The purpose of this study is to derive the principles of the World War II physical reconditioning program and apply them to the university program.

Anderson, Geo. F., A Study of Certain Aspects of Physical Education in New York State. Doctor's Dissertation, Syracuse University 1950.

Hopson, Raymond W., An Evaluation of the General Service Programs of Physical Education of Several Negro Institutions of Higher Learning as Determined by Criteria Evolved from Examination of the Purposes of Higher Education and of Physical Education. 1951. Ph.D. Dissertation, Ohio State University.

Kirchner, George, An Evaluation of the Physical Education Service Courses for Men in the Senior Colleges of North Carolina with Respect to Specific Elements. Dissertation in progress, Indiana University.

Lander, Robt., An Analysis of the Status of the Health and Physical Education Program for Boys in 100 High Schools in Kansas. Dissertation in progress, Indiana University.

Weston, Arthur, An Evaluation of Physical Education Programs in Maine Public Senior High Schools, with Recommendations for Changes. 1952, Ed.D. Dissertation, Teachers College, Columbia University.

White, Norman, A Critical Survey of Boys' Physical Education Program in Selected Iowa Secondary Schools, by Means of the LaPorte Score Card. Microcarded Dissertation, Indiana University 1952.

Williams, Samuel, The Growth of Physical Education in State Teachers Colleges of New York in Relation to Certain Socio-Economic Factors. 1950. Ph.D. Dissertation, New York University.

HEALTH EDUCATION

Warner, Bernard, The Relationship Between Certain Socio-Moral Behavior Patterns and Some Estimates of Health Status of 500 Boys in a Southern California High School. Dissertation in progress, University of Southern California.

It shall be the purpose of this study to discover the elements within certain socio-moral behavior patterns, and the relationship of such elements to some estimates of health status as it concerns boys from grades ten through twelve.

Dratz, John Paul, A Comparative Survey of Health Education in Public Schools in Selected Sections of the United States. 1952. Ph.D. Dissertation, Ohio State University.

Gross, Elmer A., A Study of the Present Practices in Corrective Physical Education for Boys in the Public Secondary Schools of Pennsylvania, 1952. Ed.D., University of Pittsburgh.

Riser, Marion, A Study of the Health Programs in Selected Southern Universities and Colleges. Dissertation in progress, University of North Carolina.

Smith, Louise, A Study of Florida's School Health Service Program. Doctor's Dissertation, New York University, 1951.

RECREATION

Bliss, Jean Gallacher, Personality Development Situations in Recreation. Master's Thesis 1951, University of Utah.

The problem in this study was to observe and then describe a number of situations or incidents which occur frequently in recreational activities and which, by their very nature, set the scene for the establishment of disestablishment of certain desirable personality traits. Further, the problem involved analysis of each situation described for possible ways of dealing with the situation, and the choice of the best techniques which the adult leader might use in order that the incident in question would establish the desirable trait.

Bohman, Chas. F., A Study of the Recreation Program in Veterans Hospitals. Master's Thesis, 1950, University of Utah.

The problem in this thesis was to study the recreation services being provided for patients in the hospitals maintained by the Veterans Administration. The recreation service is a section of the Special Services division in the Veterans Administration, the other sections of this division being library service, canteen service, and chaplaincy service.

McCullough, Earl D., Recreation in a Maximum Security Prison. Doctor's Dissertation, 1952, Ohio State University.

This dissertation is a study of how best to organize and administer

recreation in a maximum-security prison. The institution used was the Ohio Penitentiary in Columbus.

The author proposed to determine to what extent: (1) may recreation be used within the general program at the Ohio Pen; (2) is recreation approved and supported by the prison officials; (3) is recreation recommended by writers, program committees, and other professional groups who have published material on the subject of prison operation; (4) does the recreation program at Ohio Pen conform to recommendations set forth by the American Prison Association; (5) may recreation be assumed to contribute to the successful operation of the Ohio Pen; (6) does recreation meet the needs and interest of inmate population; (7) are various recreational activities important to the program at the Ohio Pen.

The author was appointed Supervisor of Recreation at the Ohio Penitentiary and this study details the steps used in formulating and carrying out a program of recreation.

Note: This study does not deal specifically with college physical education. However, the author had an important role in connection with the recent riot at the Ohio Pen and the C.P.E.A. membership might be interested in hearing some of the author's views and observations concerning recreation in prisons.

Squires, John L., Standards for School Camp Programs, Doctor's Dissertation 1951. University of Utah.

The problem in this study was to develop a series of standards to be used as a guide by school authorities when they establish, organize and maintain public school camps.

SUB-COMMITTEE ON HISTORY AND TRENDS

Lloyd M. Jones
The Pennsylvania State College

The following references supplement the previous reports of the Sub-Committee on History and Trends of the Committee on Problems of College Physical Education, bringing it up to date as of December 15, 1952.

ITEM 60. History of Physical Education in Colleges and Universities

Atkins, Noble, J. The Growth and Development of the Recreation Program of the North Texas State Teachers College from 1911 to 1939. Unpublished Thesis, North Texas State Teachers College. 1939. 34 pages.

Bowen, Keith Edward. A History of Intercollege Wrestling in the United States of America. Unpublished Thesis, Indiana University, 1952. 240 pages.

Frindell, Harold M. The Origin and Development of the National Collegiate Athletic Association - A force for Good in Intercollegiate Athletics. Unpublished Thesis, New York University, 1938. 57 pages.

Jenkins, Sidney. The History of Physical Education and Athletics for Men at Denison University. Unpublished Thesis, The Ohio State University, 1937. 55 pages.

Johns, Lorenzo M. A Quarter of a Century of Health and Physical Education in North Texas State Teachers College. Unpublished Thesis, North Texas State Teachers College, 1939. 47 pages.

Kassen, Tex. History and Development of Physical Education and Intramurals for Men in the University of Oklahoma. Unpublished Thesis, University of Oklahoma, 1940. 170 pages.

Kinsey, David C. History of Physical Education in Oberlin College, 1833-1890. Unpublished Thesis, Oberlin College, 1935. 203 pages.

Lunsford, Walter. A History of the Track and Field Athletics and the Improvements in the events of N.C.A.A. Meets. Unpublished Thesis, University of Washington, 1946. 91 pages.

Mariner, P. McCoy. A History of Health and Physical Education at Muskingun College. Unpublished Thesis, The Ohio State University, 1937. 122 pages.

Martin, Thomas S. A Study of the Development of the Colored Intercollegiate Athletic Association. Unpublished Thesis, University of Michigan, 1946. 123 pages.

Matthews, Herbert C. An Historical Study of the Development of Health and Physical Education at Hiram College (1850-1937). Unpublished Thesis, The Ohio State University, 1937. 102 pages.

Neill, Henry R. The History of Health and Physical Education at California State Teachers College. Unpublished Thesis, University of Pittsburgh, 1933. 68 pages.

Ogle, Merle. A History of the Athletic Department of Colorado State College of Education. Unpublished Thesis, Colorado State College of Education, 1936. 117 pages.

Schwartzwalder, Wayne W. A History of Intercollegiate Football at West Virginia University. Unpublished Thesis, West Virginia University, 1945. 161 pages.

Tergerson, Charles J. The Growth and Development of the Physical Education Program for Men in the Colleges and Universities of the United States of America. Unpublished Thesis, North Texas State Teachers College, 1938. 94 pages.

Van Bibber, Edward George. The History and Development of Intercollegiate Eligibility Rules. Unpublished Thesis, Purdue University, 1937. 85 pages.

Van Wyck, Clarence B. The Harvard Summer School of Physical Education, 1887-1932. Research Quarterly of the American Association for Health, Physical Education and Recreation. 13:403-431, December 1942.

Warren, E. N. The Development of Football at the University of Oregon. Unpublished Thesis, University of Oregon, 1937.

Woerlin, G. W. Intercollegiate Athletic Conferences - Their History and Significance. Unpublished Thesis, University of Illinois, 1938. 104 pages.

Wright, R. D. An Historical Study of the Development of Health and Physical Education at Mount Union College. Unpublished Thesis, The Ohio State University, 1934. 108 pages.

ITEM 62. Biographies of Leaders in College Physical Education

Cole, George R. Amos Alonzo Stagg's Contribution to Athletics. Unpublished Thesis, College of the Pacific, 1946. 47 pages.

Sapora, Allen V. H. The Contributions of Joseph Lee to the Modern Recreation Movement and Other Social Movements in the United States. Unpublished Thesis, University of Michigan, 1952. 447 pages.

ITEM 63. Trends in Personnel, Facilities, Program and Administration in College Physical Education

"Chapters and the Economic Status of the Profession," Bulletin of the American Association of University Professors. 37:2, Summer, 1951.

Hoff, Charles. "Trends in Fees, Salaries and Enrollments in 497 Colleges and Universities." School and Society - 74:135-139, September, 1951.

Meyer, John L. The Objectives of American Physical Education in Periods 1912 to 1917 and 1920 to 1925. Unpublished Thesis, University of Michigan, 1933. 53 pages.

Park, Bessie L. A Survey of the Health, Physical Education and Recreation Program at Cortland State Teachers College (Formerly Cortland State Normal and Training School). Unpublished report of the New York State Association for Health, Physical Education and Recreation. 1947. 60 pages.

SUB-COMMITTEE ON PROGRAM (ATHLETICS)

L. F. Keller
University of Minnesota

The scarcity of studies in the area of Athletic Programs on the college level still seems to exist. A few are presented along with some material dealing with problems in athletics but not properly classified as studies. If the members of the Association know of any other studies completed or in process, the chairman of this area would be pleased to learn about them.

1. Harmon, John and Warren R. Johnson, "The Emotional Reactions of College Athletics" Research Quarterly, AAHPER, Vol. 23, No. 4, 1952. pp. 391-397.

A study conducted at Boston University for the purpose of determining the extent to which college men are stimulated emotionally before important athletic contests.

Sour tests of emotional reactivity were used: pulse rate, systolic blood pressure, diastolic blood pressure and galvanic skin response. One of the unique contributions of this study was the design and construction of a special apparatus for the measurement of galvanic skin response. It is small and light and with it a reliable measurement can be made in 5 seconds.

Forty two football players at Boston University were tested 25 minutes before game time of five regular games. "Normal" reactions had been previously determined for each subject at a time when no emotional stress existed. It was assumed that any difference from these norms immediately preceding a game would be caused by the coming game.

Results and conclusions: Significant differences were found between the norms and the pre-game measures.

The more important the game the greater the difference. Apparently a team's "upness" or "downness" can be measured.

The authors suggest that further study may produce evidence that emotional status is a measure of "readiness" to compete.

2. Havel, Richard C. "The Professional Status of Head Coaches of Athletics in Colleges and Universities."

This study submitted at Teachers College, Columbia University, was included in summary form in last year's report of this committee. The complete digest is herewith presented.

This study sought to determine the professional status of head coaches of athletics in colleges and universities. Findings are based on 1,093 responses representing a 65 percent return to a questionnaire mailed to head coaches of 14 different sports at 264 institutions of higher learning.

Academic and experience backgrounds of athletic personnel are widely diverse. 95 percent hold bachelor's degrees; 55 percent hold master's degrees; and 4 percent hold doctor's degrees. The largest number of individuals have been in college coaching for 10 years or less, and most of them have had successful records in college sports as undergraduate participants.

Conditions of employment in the field vary considerably. A minority of men coaching at present are over 50 years old. Comparatively few have been located in their present positions for more than 10 years. Most coaches do not have tenure and are employed on a yearly basis. Three-fourths of them have faculty rank, with a large group being desirous of obtaining full faculty status and the privileges attendant to faculty membership.

Most coaches devote between 10 and 24 hours weekly to practice sessions and intercollegiate contests. Hours spent off the field in planning and preparation are dependent largely upon the sport coached. Additional duties for which coaches are most often responsible are teaching physical education activities, teaching professional preparation courses in physical education, and coaching other sports as an assistant.

Salaries received by 75 percent of those men surveyed were under $6,000 a year. One out of every 4 earned less than $4,000. Important factors influencing salary in the coaching field appear to be sport specialty, additional responsibilities assumed other than coaching, and the type and size of the institution. To a lesser degree such factors as age, geographical location, and academic achievement may operate in individual cases.

Recommendations evolving from the research direct the attention of colleges to employing coaches on the same basis as used for other faculty members, minimizing pressures, and achieving a balance in the emphasis accorded different sports. Coaches are to recognize their educational obligations, participate in and contribute to faculty affairs, and demonstrate professionally their interest in the field of education. Physical education is faced with devising better methods of selection, preparation, and guidance of major students in the field. Serious consideration is to be given to establishing a set of values for competitive sports in colleges and for those individuals responsible for their operation.

3. Swenson, Reed K. "Intercollegiate Athletics in the Junior Colleges of the United States." Doctoral dissertation, University of Utah, 1951.

The study included an investigation of the status of the intercollegiate athletic program in the junior colleges of the United States with special reference to objectives, leadership, program and administration.

Data were collected from 91 representative junior colleges and 24 junior college conferences. Junior college authorities were contacted with regard to problems and standards.

Some of the findings are:

1. Objectives - there was little uniformity in stated objectives.

2. Leadership - men of integrity and well trained in professional education handled the programs but were often influenced by forces from outside the colleges.

3. Program - (1) Not many activities were included, (2) The mean number was 4.95. Most common - basketball, football, tennis and track, (3) Because of small enrollment and distance of travel, 55 percent completed with non-school teams, (4) Sportsmanship and better community relations were listed as objectives in a majority of instances, (5) Eligibility rules were stated as minimum standards, (6) Health protection was well planned and administered.

4. Administration - (1) Student fees and gate receipts financed most of the programs, (2) Scheduling was sometimes unwise, (3) Administration of eligibility rules varies, (4) Facilities are usually deficient.

5. Conference Problems - (1) There are 34 junior college athletic conferences, (2) The purposes of conferences are largely control and regulatory, (3) College representatives are mostly administrators, (4) Constitutions are incomplete in a majority of conferences.

Recommendations include several items, most of which are directed toward the establishment of athletics on an educational basis.

4. Bennett, Bruce L. "A Report on the Grades of Athletes at the Ohio State University."

This study was conducted for the purpose of discovering the grades of 276 college athletes at The Ohio State University during a three-year period. Athletes who received letters during this period were included. Grades were represented by a Cumulative Point-Hour Ratio (C.P.H.R.). C.P.H.R. is determined as follows: A - 4 per credit; B - 3; C - 2; D - 1; and E - 0. Seven tables giving data on the number of points are included.

Some conclusions are:

1. More athletes at the Ohio State University are enrolled in Commerce than in any other area.

2. The C.P.H.R. of athletes in Commerce is practically the same as a comparable sample of Commerce non-athletes.

3. The C.P.H.R. of athletes majoring in Physical Education is nearly the same as that of non-athlete Physical Education major students but slightly lower than other non-athlete Education men.

4. The C.P.H.R. of football players majoring in Physical Education is slightly lower than that of athletes in other sports who major in Physical Education and slightly lower than that of non-athlete majors in Physical Education.

5. It does not appear that athletes in general or football players in particular who major in Physical Education receive high grades as compared with other students.

5. BULLETINS

Attention is called to the following publications which are pertinent to this area.

1. "An Interpretation of the Revised Policy on Intercollegiate Athletics of the North Central Association, 1952." This bulletin is published by the Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools, 5835 Kimbark Avenue, Chicago 37, Illinois.

This is a very good explanation of the policies of the North Central Association with regard to many important problems in the administration of athletics.

2. "A Comparison of the Recommended Athletic Policy of the American Council on Education and the Existing Policies and Regulations of the National Collegiate Athletic Association," February 23, 1952.

This bulletin published by the N.C.A.A. is well done and does just what the title suggests. It compares the two point by point.

3. "Problems of Intercollegiate Athletics as They Affect Secondary Schools" by Charles A. Semler, Chairman. Subcommittee of the Special Committee on Intercollegiate and Interscholastic Athletics of the North Central Association.

This appeared as an article in the January, 1952, issue of the North Central Association Quarterly. It is now in reprint form.

All three of the above publications should be of real interest to any physical education teacher regardless of his connection with athletics.

REPORT OF THE CONSTRUCTION AND EQUIPMENT MEETING Dec. 29, 1952

After considerable correspondence a committee consisting of the following men was selected:

1. Howard G. Danford, Florida State College, Tallahassee
2. William L. Hughes, Temple University, Philadelphia
3. Charles Heilman, Drake University, Des Moines
4. Richard E. Stultz, Syracuse University, Syracuse
5. Don Cash Seaton, University of Kentucky, Lexington
6. Fred Leubring, University of Pennsylvania, Philadelphia

The Chairman wrote each member (May 27, 1952) asking six questions:

1. Would it be advisable for us to attempt to publish or begin work on some phase of construction or equipment?

Answers: All thought that it would be if we did not duplicate "College Facilities for Physical Education, Health and Recreation." Some thought that we should concentrate upon the equipment problem if we do publish.

Recommendation: I recommend that Dr. Charles Heilman of Drake be appointed Chairman of a sub-committee to study the needs for study and publication in this field of equipment.

2. Could we help with the priority situation in Washington?

Answers: All agreed that it would be desirable.

Recommendation: Since the situation has eased there is no special need at this time.

3. Should we attempt to study the equipment field with a view to officially approving certain brands or to set up standards for manufacturers to meet?

Answers: All said no to the first part and yes to the second.

Recommendation: That this be accepted as a part of the task of the sub-committee headed by Dr. Heilman.

4. Should we make a survey of the weaknesses of present equipment and needed improvements?

Answers: All agreed that this should be done but no one recommended a procedure.

Recommendation: This would probably be the starting point for a committee such as Heilman's.

5. Do you have any research in the field in progress at your school?
Answers: None had.
Recommendation: An attempt should be made at the Annual meeting to stimulate research in this field. Dr. Danford has been asked to prepare a page of material making this appeal to the members at N.Y.C.

6. Are you concerned enough and do we have a problem or series of problems of sufficient importance to warrant some real study at various institutions?
Answers: All said yes - some promised to try such a study.
Recommendation: Same as No. 5.

Final Recommendation:

Since distances are so great, correspondence so cumbersome, and committee members so busy it is recommended that:

1. The committee meet in N.Y.C. on the evening of December 29th, to discuss further plans.
2. That the committee be given another year or two to launch and complete a worthwhile study.

Respectfully submitted,

Don Cash Seaton, Chairman

REPORT OF THE CURRICULUM RESEARCH COMMITTEE

Wm. Ralph LaPorte
General Chairman
University of Southern California

This constitutes the 25th annual report of the Committee on Curriculum Research. The committee was reorganized last year, and promises to offer an increasingly effective program as well as improved methods for getting the materials before the public. Each of the sub-chairmen has been hard at work and in most cases reports of their progress are included in this general report. The Committee is now composed of the following seven sub-divisions with their appropriate chairmen:

(1) Trends, Charles C. Cowell, Purdue University
(2) Objectives, Karl Bookwalter, Indiana University
(3) Curriculum Content, Wm. Ralph LaPorte, University of Southern California
(4) Principles and Methods of Teaching, John Lawther, Pennsylvania State, and John Cooper, University of Southern California
(5) Evaluation Procedures, Willard Ashbrook, Ohio State
(6) Administrative Standards, A. A. Esslinger, Springfield College
(7) Public Relations, E. C. Davis, University of Southern California

The need for continued curriculum study and revision seems increasingly necessary from year to year as the problems in our democratic society become more and more acute, and the demands for self-sufficient citizens more pressing.

Psychologists and educators generally are pointing out with increasing clarity the fact that well-rounded personalities are essential to the success of a democratic society; and furthermore that such personalities can best be developed through social-physical activities in which the individual is called upon to express himself to and in the presence of others. With such a foundation laid for them, physical educators can hardly avoid the responsibility for seeing that such activities are appropriately planned, organized, and adapted to various age and maturity levels; that they are offered in schools properly equipped to insure good results; that they are taught by highly qualified and well-trained teachers who are counsellors as well as instructors; and that they are presented in such a manner as to give maximum return for the time spent, in attaining the objectives of physical skills, social adjustment, emotional stability, life-time recreational skills, and safety skills.

Hence, continuing research is essential if such a tremendous job is to be carried on successfully. The chairman accordingly recommends that the Association again approve the continuation of the committee for the year 1954.

REPORT OF THE COMMITTEE ON FILM PROJECTS

December 29, 1952

This committee was instrumental in causing several articles, regarding the importance of audio-visual aids in the teaching of physical education, to appear in the AAHPER JOURNAL, THE ATHLETIC JOURNAL and similar publications.

This committee also advised with The Athletic Institute officials in regard to priority scheduling of additional color, sound slideflims on sports techniques. As a result, a volleyball film series was produced and a series on softball is in production.

At the suggestion of professional workers in the field of physical education, this committee also recommended the publication of a revised, up-to-date source listing of all films in sports, physical education and recreation. Accordingly, The Athletic Institute brought out a 1952 edition of a GUIDE TO SPORTS, PHYSICAL EDUCATION AND RECREATION FILMS.

The Committee recommends that swimming and wrestling receive high priority with respect to production of slide films.

Respectfully submitted,

Theodore P. Bank, Chairman
Committee on Film Projects

REPORT OF COMMITTEE ON FOREIGN RELATIONS

The following members met the morning of registration -- Charles Fall, David Furman, and William Mitchell, Chairman.

As a result of correspondence during the year and this morning's meeting the committee respectfully recommends:

(a) The establishment of a joint committee with A.A.H.P.E.R. in order to avoid needless duplication of effort.

(b) That the members of this association actively support--

1. A survey of Physical Education programs in other countries.
2. The provision of an interchange of ideas on an ordinary instructional basis through the exchange of instructional aids.

(c) That unless some other group is responsible for welcoming new members from home and abroad this committee take the initiative in making new members feel at home at these meetings.

The committee solicits the support of the entire membership to implement recommendation (b).

Respectfully submitted -- Charles Fall
David Furman
John Nixon
King McCristal
William Mitchell (Chairman)

INTRAMURAL COMMITTEE REPORT

The intramural committee wishes to report the successful survey for the past three years on college touch football rules under the guidance of Mr. A. H. Rhoads, of Ohio University, who is to be highly commended for an excellent job. These rules are now available through the Athletic Institute of Chicago at a nominal fee of fifty cents.

It is requested that the Committee on National Touch Football Rules under the Chairmanship of Mr. A. H. Rhoads be continued for another year at which time the membership of this committee will rotate on the plan as provided in the operating code of the Intramural Section.

The operating code of the intramural section is attached to this report.

Respectfully,

William W. Scheerer,
Chairman, Intramural Sec.
College Physical Education Association

OPERATING CODE FOR THE INTRAMURAL SECTION OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

A. Name--The name of this organization shall be the Intramural Section of the College Physical Education Association.

B. Purposes--The purposes of this section shall be:
   1. To promote interest and understanding in the various phases of intramural sports throughout the colleges, universities and secondary schools.
   2. To further the aims of the College Physical Education Association and coordinate the program in every way possible.

C. Membership--
   1. The membership in this section shall be open to all active members of the College Physical Education Association.
   2. The officers for this section shall consist of:
      a. Chairman--The chairman shall be in general charge of the section meeting at the annual convention of the College Physical Education Association.
      b. Chairman-Elect--The Chairman-Elect shall assist the Chairman in every way possible and serve in his stead in event of his absences.
      c. Secretary--The secretary shall be responsible for keeping Section Records and Minutes for the program presented at each meeting. He is held responsible for the acquisition of the papers rendered at the annual convention for publication in the Proceedings.

D. Tenure of Officers--
   1. The Chairman and Chairman-Elect and Secretary shall serve for one year.
   2. The Executive Committee shall be composed of six members, each man appointed for a period of three years, with one-third of the committee retiring each year.
   3. Members of the committee shall be appointed by the President of the College Physical Education Association.
   4. Executive Committee--The function of the Executive Committee for the Section shall be to serve as a steering Committee.

Other Committees--

Nominating Committee--The nominating committee shall meet at the time of the National Convention, prior to the second session of the Section. A roster of the proposed candidates shall be drawn up, the number being submitted shall be at the discretion of the committee.

REPORT OF THE COMMITTEE ON MEMBERSHIP

Lloyd H. Lux, Chairman
Bates College - Maine

The Committee on Membership, acting in accordance with directions, has not put on an intensive drive for new members during the last two years. The Executive Council at the Annual Meeting this year has recommended that an effort be made to bring new members into the Association.

Attention was called to the fact that new members attending their first meeting were not introduced to old members and in general acquainted with procedures of the meeting.

The present Committee, therefore, recommends that the next Membership Committee strive to increase the membership of the Association, and also develop some plan whereby the new members can be made to feel they are indeed welcome and that the Association is anxious to have them participate in the meeting. At present there are 575 members in the Association.

The Committee recommended that Honorary Life Memberships in the Association be granted to the following:

Percy R. Carpenter, Worcester Polytechnic Institute, member since 1920.
Robert A. Fetzer, University of North Carolina, member since 1920.
George E. Little, Rutgers University, member since 1922.
Whitlaw R. Morrison, Oberlin College, member since 1918.
Jay B. Nash, New York University, member since 1927.
Carl P. Schott, Pennsylvania State College, member since 1929.

Respectfully submitted,

M. V. Gary
C. V. Langton
J. R. Sharman
L. H. Lux, Chairman

COMMITTEE ON NECROLOGY

George L. Rider
Miami University

IN MEMORIUM
PROFESSOR ROLLAND ELWOOD BELSHAW

Roland Elwood Belshaw was born in Mt. Vernon, Oregon, Dec. 4, 1896, and died at his home in Seattle, Washington, Feb. 25, 1951. The sudden passing of Professor Belshaw left his colleagues, students and other friends with a profound feeling of loss. He served continuously in the School of Health and Physical Education at the University of Washington since 1930, with but a brief interruption during the war years. It was at the time of his coming to the University that an entire change in curriculum organization and departmental policies was developed. His contributions were most significant. He became a member of the College Physical Education Association in the year 1933 and remained an active member throughout the remainder of his life.

Professor Belshaw descended from Northwest pioneers who migrated from Texas to the Oregon country in the covered wagon days. His father died when Professor Belshaw was but nine years old. Consequently, he learned in his early youth the meaning of sacrifice and devotion to others. If there is any one thing which particularly distinguished this fine gentleman to his colleagues and students, it was his readiness to serve them and his great and sincere concern for their personal welfare. Moreover, his efforts in community-wide functions and services will be long remembered.

Professor Belshaw was graduated from the John Day, Oregon, High School. It is significant that he was to deliver the commencement address there the year of his death. He taught in the public schools of Oregon for seven years, and later at the University of Oregon and at Columbia University in New York City. His undergraduate work was taken at the University of Oregon, and his graduate work at the University of California and at Columbia Teachers College.

His family background imbued him with a consuming sense of patriotism. He left school to enlist in the armed forces in the First World War and he made every effort to again enlist for World War II, and when his application was declined, he immediately accepted an important administrative responsibility with the American Red Cross overseas.

He was a constant inspiration to his associates by the example of his own efforts to excel. His alert, keen sense of humor, and ready smile were attributes that endeared him to all. He is survived by his daughter, Diane.

IN MEMORIUM

A. C. WOODWARD

Mr. A. C. Woodward was born on June 8, 1883 in Taunton, Massachusetts. He died on Feb. 3, 1952 at his home in Cheney, Washington.

Mr. A. C. Woodward spent his boyhood years in New England and was graduated from the University of Vermont. He moved west and taught in a boys' school in California for several years. In 1909 he became Director of Physical Education and Athletics at North Central High School where he remained until World War I, when he entered the Army to serve his country. Following the war he became director of recreation and physical education for the city and the public schools of Tacoma, Washington. He served there until 1925, when he was made Director of Physical Education and Athletics at Eastern Washington College. "Woody," as he was affectionately called, served Eastern Washington for over a quarter of a century, being active until his death in 1952.

Mr. Woodward was a fine leader and advisor of youth throughout his long years of service. He established a program for the training of teachers at Eastern Washington College which was instrumental in raising the professional standards throughout the State of Washington.

He became a member of the College Physical Education Association in 1942 and remained an active member until his death.

Out of respect for the contribution Mr. Woodward made to Eastern Washington College and to the State of Washington, the President, the Board of Regents, the Student Body and the Alumni Association joined in naming their football field "Woodward Field." His passing is a great loss to Eastern Washington College and to the State of Washington, but his contributions and his accomplishments will long be remembered.

IN MEMORIUM

ELMER BERRY

Elmer Berry was born in Lincoln, Nebraska, Oct. 9, 1879. He died in Viva, Oregon on April 21, 1952.

He was graduated with the B.S. degree from the University of Nebraska in 1901 and received the M.P.E. degree from the Y.M.C.A. College, (Springfield, Mass.) in 1908. He received the Ed.D., from the Harvard Graduate School of Education in 1925. While a student at the University of Nebraska he was manager of the basketball team and served as a student instructor in physical education. 1901-02 he went to Springfield Y.M.C.A. College where he was a member of the football team. From 1904-26 he remained at the Y.M.C.A. College (Springfield) as associate director of physical education, and was director of the summer school from 1919-27. From 1915-26 he served as baseball coach and from 1917-22 as football coach. In 1926-27 he was director of Physical Education in the National Recreation School (N.Y.C.). From 1927-34 he was Director of the International Y.M.C.A. School in Geneva, Switzerland. From 1937-39 he was acting director of

the Y.M.C.A. College of Physical Education in Madras, India. 1941-42 he was professor of physical education at Washington State University and from 1942-44 he served as assistant professor at the University of Oregon where he retired from active teaching.

Mr. Berry spent the year 1912-13 at the University of Berlin, Germany, where he engaged in the following research: Metabolism (with Geheimrat Max Rubner); Composition of Sweat (with Geheimrat N. Zuntz); and Heart Volume (with Professor Franz Miller).

His publications include: Physical Effects of Smoking (with George J. Fisher, M.D.); Baseball Notes for Coaches and Players; The Forward Pass; Laboratory Manual for Physiology; Philosophy of Athletics; and numerous other articles.

He became a member of the College Physical Education Association in 1919 and remained a very active member until his retirement when he was made an Honorary Member. He was a member of the American Association for Health, Physical Education and Recreation; the American Football Coaches Association; and the Athletic Research Society which he served as secretary. He was affiliated with Phi Delta Kappa, Phi Gamma Mu, the Masonic Fraternity and the Shrine.

Elmer Berry had a great influence not only on intercollegiate athletics in general, but also through the special studies he made in the physiology of the various intercollegiate sports. His influence was felt throughout the United States and also internationally through his years of service in Switzerland and India.

The death of Elmer Berry was a great loss, but his contribution to our profession and his splendid leadership will long remain in the minds of those who had the good fortune to know him and to work with him.

Necrology Committee
H. H. House
J. F. Martin
Geo. L. Rider, Chairman

COMMITTEE REPORT

PROBLEMS OF COLLEGE PHYSICAL EDUCATION

To: The President, the Executive Committee, and Members of the College Education Association

From: The Committee on Problems of the College Physical Education Association.

1. The functions of the Committee on Problems of College Physical Education, which have guided their activity, are as follows:

   a. To identify the problems of college physical education.
   b. To initiate steps leading to possible solutions, including the clearance and appropriate endorsement of proposed studies.
   c. To report findings of research pertinent to college physical education to the membership of the Association.
   d. To recommend appropriate actions for college physical education to the Executive Committee of the Association according to findings of research.

2. The personnel of the Committee and the areas of responsibility are now as follows:

a. Interpretations and Objectives	Dr. D. K. Brace
b. Measurement and Evaluation	Dr. H. Harrison Clarke
c. Program	
(1) Physical Education and Hygiene	Dr. T. E. McDonough
(2) Athletics	Dr. L. F. Keller
d. Administration	
(1) Organization and Staff	Dr. Wynn Fredericks
(2) Management and Supervision	Dr. C. V. Langton
(3) Facilities, Equipment, and Supplies	Dr. R. W. Webster
(4) Insurance and Legal	Dr. A. S. Daniels
e. Leadership: Methods and Qualifications	Dr. Ben W. Miller
f. History and Trends	Dr. Lloyd M. Jones
g. Profession	
(1) Professional Education	Dr. W. F. Meredith
(2) Public Relations	Dr. W. F. Meredith
(3) Professional Status	Dr. S. C. Staley
h. Learning and Conditioning	Dr. A. H. Steinhaus

3. Work activities of Committee during 1952.

   a. Preparation and approval of operating code. (Reported 1951)
   b. Committee meeting to plan program for the 1952 conference.

c. Appointment of two members of Committee. This was the result of a survey and vote on the part of the Committee. Results are:

1. Sub-Committee on Leadership: Ben W. Miller
2. Sub-Committee on Facilities: R. W. Webster

d. Correspondence with Committee Members and others interested in college physical education problems. Results:

1. Selection of studies for presentation at 1952 Conference.
2. Support by CPEA of a study proposed by Richard Kaywood - "Community Resources - An Extension of the College Physical Education Facilities, with Special Reference to the University of California, Santa Barbara College."

   Support by CPEA of a study proposed by Dr. Beyer on the "Analy sis of Publications in General Education Dealing with Interpretations of Physical Education."

e. Advising students on the selection of problems. This has been an individual matter for the various members of the Committee. The list of problems published by the committee (December, 1949) has been used in this connection.

f. It was voted by the committee to assist Dr. McDonough in his work on the athletic program in suggesting the use of the committee in the conduct of research, if and when it seemed desirable.

4. Recommendations:

a. That the work of the committee be continued with the same functions as in the past.
b. That fifty dollars ($50.00) be made available to the committee.

Respectfully submitted,

D. K. Brace
H. Harrison Clarke
Ben W. Miller
T. E. McDonough
A. S. Daniels
W. Fredericks
L. M. Jones
L. F. Keller
C. V. Langton
W. F. Meredith
R. W. Webster
S. C. Staley
A. H. Steinhaus
L. A. Larson, Chairman

January, 1953

REPORT OF THE COMMITTEE ON TEACHER EDUCATION

The Committee on Teacher Education has not been inactive during the past year although there is little evidence of accomplishment as far as the committee as a whole is concerned. Suggestions for action have been made but the funds necessary to carry out the suggestions have not been available.

The various members of the Committee have been active in efforts to improve teacher preparation in one way or another. The chairman as representative of the College Physical Education Association on the National Committee for the Improvement of Professional Preparation in Health Education, Physical Education and Recreation has served as Vice-Chairman of that Committee. He has made every effort to assist the Chairman, Carl L. Nordly, in his cooperative effort with the American Association of Colleges for Teacher Education in the preparation of evaluative criteria to be used in visitation programs sponsored by the above organization.

Efforts of your representative are now being centered on the preparation of a file of interested and qualified people in the field to assist in the visitation and to review the evaluations made by other persons. Progress is being made and a file will be available shortly at the Headquarters of the American Association for Health, Physical Education and Recreation in Washington.

The Committee makes the following recommendations:

1. That the College Physical Education Association continue its efforts to upgrade teacher preparation by cooperating with the American Association for Colleges of Teacher Education and other agencies in the further development and use of evaluative criteria in their application to self-appraisal and in connection with the visitation program now in progress.
2. That the Association continue its effort to upgrade teacher education at all levels.
3. That the Association take action in implementing the recommendations of this Committee as approved in Chicago one year ago.
4. That funds be made available to defray the cost of a study of undergraduate professional curricula in physical education for men especially with regard to the participation of majors in the field in varsity athletics as compared to other areas and the facts relating to the "activity" program commonly required of all majors.

Respectfully submitted,

D. K. Brace
L. M. Jones
C. H. McCloy
E. B. Smith
R. A. Snyder
W. F. Meredith, Chairman

JOINT COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

The committee is made up of three members each, from the N.C.A.A., the C.P.E.A. and the A.A.H.P.E. and R. This committee was formed in 1945 to discuss, study and make recommendations on problems of mutual interest in the field of physical education and athletics for men.

The following members were present:

DeGroot, Dudley S. (A.A.H.P.E.R.)
Esslinger, A. A. (A.A.H.P.E.R.)
McDonough, T. E. (A.A.H.P.E.R.) Chairman
Marsh, A. W. (C.P.E.A.)

1. Financial Report: The chairman reported that there was a balance of $123.78 in the treasury with minor expenditures for the past year.

2. Relations with the American Council on Education: In February, 1952, Dr. Troester, Dr. Oberteuffer and T. E. McDonough appeared before the Accreditation Commission and discussed the recommendation in regard to "Basic or Recruit Training" at some length. "A motion to instruct the director to undertake a further study of policy on basic and recruit training was approved. It was agreed, however, that the present recommendation will stand until a revised policy may be developed and adopted." Three informal meetings with Mr. Whitworth, new executive secretary of the Commission have been held and a future meeting with the Commission has been planned.

Dr. A. A. Esslinger suggested that recent studies relating to the status of physical education in colleges and universities be collected and channelled to members of our committee and to Mr. Whitworth.

The chairman reported that he and Dr. T. N. Metcalfe attended and took part in the discussions at the A.C.E. meeting in Chicago, May 3, 1952.

3. "Snap Courses" in Physical Education: The following question was posed: What action, if any, should the Joint Committee take toward a study of "snap courses" in health and physical education at the college level?

The committee was unanimous and concurred in the opinion that this question or problem was outside the scope of the committee's work.

4. Statement of Values of Athletics Sent to College Presidents: The statement was sent to all college presidents through the office of the Secretary of C.P.E.A.

Actions taken by athletic and educational conferences and accrediting agencies in regard to intercollegiate athletics have been collected by the chairman and will be sent to members of the committee.

5. Interscholastic Athletics for the Elementary Schools: Does the College Committee have any contribution to make to, or should this committee be concerned with the growth and problems attendant on interscholastic programs in elementary schools?

The committee discussed some of the problems at some length and then decided that it was not within the ken of this committee's work.

6. Luncheon meeting during the N.C.A.A. Conference in Washington: It was the consensus of opinion of members of the committee that problems concerning relationships between associations and coaches, physical education teachers and recreation personnel should be discussed.

(The Washington meeting was presided over by Dr. Clifford Brownell, President of the A.A.H.P.E. & R. Twenty-two individuals attended the luncheon. Officers of the N.C.A.A., the A.A.H.P.E.R., the College Football Coaches Association, Secondary School Administrators, the Athletic Institute, Joint Committee and representatives from the U.S. Office of Education and the U.S. Air Force were in attendance. Some time was spent in discussing common problems in athletics and physical education, such as relationships, mutual services and common understanding.)*

Respectfully submitted,

Thos. E. McDonough, Chairman

*This meeting was held at the Martinique Hotel, Washington, D.C., January 8, 1953, in conjunction with the N.C.A.A. and the A.F.C.A. 47th Annual Conferences.

REPORT OF THE COMMITTEE ON RELATIONSHIPS WITH THE ARMED SERVICES

The Committee on Relationships with the Armed Services is an AAHPER Committee on which the College Physical Education Association has one representative. There are in all 8 physical education representatives and 7 military representatives on the Committee. The purpose of the Committee is to give consideration to problems of mutual interest and concern.

In the five years the Committee has been in existence a number of projects have been successfully carried out. In the past year two developments of particular interest to this Association have been undertaken. In 1950 a project was initiated to evaluate the war-time physical training, phy sical reconditioning, and athletic and recreation programs in the Army, Navy, and Air Force. With the assistance of some 60 World War II officers of the services, this project was completed and on October 6, 1951, the eleven evaluation reports were submitted to the senior military member of the Committee for processing to the various military branches concerned.

It was hoped that after these reports were studied that a conference could be arranged to work out recommendations for the present and future. When no reaction was forthcoming inquiry disclosed that the various branches involved did not understand that there was to be a meeting to discuss the reports. At present steps are being taken to secure clearance to publish the reports in one of our professional periodicals. The civilian members of the Committee believe that the lessons learned by physical educators in World War II will be valuable in the future.

Another endeavor with which the Armed Services Committee was concerned in the past year is known as the "consultant services project." This project involves making available professional personnel for consultant services to any Army, Navy, or Air Force officer who requests them. The requests for consultants are channeled through the national AAHPER office. In a considerable number of instances physical educators have been called upon to give professional assistance in military installations.

REPORT OF COMMITTEE ON RESOLUTIONS

1. WHEREAS the College Physical Education Association has participated in the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation, and the National Conference on Graduate Study in Health Education, Physical Education and Recreation, and

   WHEREAS those Conferences, along with others interested in teacher education, have resulted in the formation of a National Council on Accreditation for Teacher Education,

   BE IT THEREFORE RESOLVED

   THAT the College Physical Education Association continue to give every encouragement and support to that Council and its work in the improvement of the training of our personnel.

2. WHEREAS the College Physical Education Association has previously adopted resolutions condemning the granting of an automatic excuse from Physical education activities for basic military training, and

   WHEREAS veterans from Korean service are beginning to return to our collegiate institutions in larger numbers,

   BE IT THEREFORE RESOLVED

   THAT the College Physical Education Association reaffirm its belief that automatic excuses for basic military training should not be given for physical education activities, but that each request for an excuse should be considered on its own merits, and

   BE IT FURTHER RESOLVED

   THAT each member of the College Physical Education Association urge the adoption of this policy at his own institution.

3. WHEREAS the problem of highly organized athletics for children of elementary and junior high school age is becoming of increasing importance, and

   WHEREAS the attitudes and decisions on this problem will ultimately affect the program in our own collegiate institutions, and

   WHEREAS the College Physical Education Association endorses the principles of desirable athletic practices as set forth by the Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age as being consistent with its own principles,

BE IT THEREFORE RESOLVED

THAT the College Physical Education Association approve the work so far done by the above Joint Committee, and

BE IT FURTHER RESOLVED

THAT the College Physical Education Association give its approval and support to the National Conference on desirable athletics for children to be held in June 1953.

4. WHEREAS the criticism of intercollegiate athletics has been and is, a subject of considerable concern to the College Physical Education Association, and

WHEREAS the College Physical Education Association has urged college presidents and administrators to assist in the removal, where necessary, of the causes for such criticism, therefore

BE IT RESOLVED that the College Physical Education Association note with approval the statements concerning these matters made by the Special Committee on Athletics as adopted by the American Council on Education, and those statements made by the various educational accrediting associations throughout the country, and

BE IT FURTHER RESOLVED

THAT the College Physical Education Association continue to urge college presidents and administrators to secure properly qualified professional personnel to teach, coach and administer their sports programs in order that such programs may yield the maximum educational values.

5. The College Physical Education Association wishes to go on record as expressing its appreciation to:

   a. The American Association for Health, Physical Education and Recreation for its aid in the publication and distribution of our Annual Proceedings and our other printed materials.
   b. The Athletic Institute for its assistance in the publication of the "College Touch Football Rules."

Respectfully submitted,

Edward J. Shea
Carl A. Troester
Marshall S. Turner, Jr. (Chairman)

REPORT OF COMMITTEE ON CONVENTION PUBLICITY OF C.P.E.A.

This committee composed of Elmer D. Mitchell, University of Michigan, Glenn W. Howard, Queen's College, Paul F. Cieurzo, Jr., University of R.I., and Albert E. Lumley, Amherst College, chairman, wishes to make the following report.

Through the cooperation of Glenn Howard, chairman of the committee on local arrangements, we received some pre-convention publicity in the New York papers. We suggested that Vice President Elmer Mitchell or President Frederick Holter contact the American college and university presidents regarding attendance of representatives at these meetings. We asked Paul Cieruzo of the University of R.I. to find out from President Holter what the real meat of the sections of the C.P.E.A. was going to be and then we suggested that he publicize outstanding talks as widely as possible. I took it upon myself to contact the major radio networks, INS, AP, UP and some 84 metropolitan daily newspapers regarding publicity for the convention. I found out in rather short order that many of our doings at the convention were not newsworthy.

The decision was then made to promote a panel discussion at the time of the annual banquet which might bring some of our major problems into focus and produce favorable publicity. To a large extent I feel that this was accomplished through the cooperation of the officers of the Association and friends of the Association in public affairs and newspaper work.

At the annual banquet held at the Hotel New Yorker on December 29, 1952, the Association had as its guests four men who gave their time and effort without stipend to make of this affair an outstanding success. The C.P.E.A. is deeply indebted to Dr. Houston Peterson, Chancellor of New York University, Dr. Lewis W. Jones, President of Rutgers University, and Mr. Edward L. Bernays, Counsel on Public Relations, New York City. In my opinion this was the most successful banquet I have ever attended at this convention and I feel that it is important that the Association follow up some of the educationally sound ideas that were presented by the above panel. It would be interesting to ascertain the reactions of the members of C.P.E.A. as to the results of this panel discussion and as to whether or not we would continue this sort of panel in 1953.

I have already made a suggestion to President Elmer Mitchell that the committee on convention publicity be greatly enlarged and changed to carry on public relations. I think it is also obvious that the Association has a wonderful opportunity to poll its members on four questions relative to the goals of the Association.

The Committee wishes to thank all of the C.P.E.A. members who cooperated with us in furnishing advance information.

REPORT OF COMMITTEE ON NOMINATIONS

Mr. President and Members of the C.P.E.A.:

According to the provisions of Article II - Section 2 of the constitution: "The officers of the association shall be elected from the active membership at the time of the annual business meeting, after being proposed by a nominating committee consisting of three active members appointed by the President. The nominating committee shall be appointed by October 1, preceeding the annual business meeting at which it is to report. Additional nominations may be made from the floor at the annual business meeting. A two thirds favorable vote shall be necessary for the election of the officers providing Article V, Section 1 of the By-laws not be violated" (quorum 35 members present).

The committee canvassed the complete list of the membership of the association, with a view to nominating officers who would give the organization aggressive and able leadership.

The committee submits the following report:

Secretary-Treasurer:	Richard E. Jamerson
Vice President:	W. F. Meredith
President:	Elmer D. Mitchell

Respectfully submitted:

Carl L. Nordly
G. W. Howard
J. H. Nichols, Chairman

COLLEGE PHYSICAL EDUCATION ASSOCIATION
EXECUTIVE COUNCIL MEETING
DECEMBER 29, 1952

Present: President F. J. Holter, Vice-President E. D. Mitchell, Sec'y-Treas. R. E. Jamerson, T. E. McDonough, G. W. Howard.

Meeting called to order by President. The following matters of business were discussed and approved where action was necessary.

1. President Holter reported that he had received operating codes for most sections. These are to be given final approval by the Executive Council during the current year and presented to the Association for approval at the next annual meeting.

2. Mr. McDonough reported on the request of certain members for a western division of the Association. The President was instructed to appoint a 5-man committee to study the possibility of Divisions or Districts in the Association.

3. The Council approved the appointment of George E. Shepard of the University of North Carolina and Lawrence A. Pape of Fresno State College as representatives to the American Council on Education.

4. Mr. McDonough reported on his meeting with the College Women's Association for the purpose of coordination of efforts at the AAHPE&R meetings. The report indicated that the women prefer to meet separately as in the past.

5. Mr. McDonough gave a progress report on work with the American Council on Education. Indications are that the ACE will take favorable action on the efforts of our association to have them revise their statement regarding the granting of physical education credit for military service.

6. The secretary was instructed to contact the membership chairman regarding an active program for securing new members to the association.

7. The Council agreed to extend for one year its working agreement with the AAHPE&R regarding the publication and sale of proceedings.

8. The Council instructed the president and secretary to settle financial arrangements with Mr. Staley of Illinois for the work of his committee.

Respectfully submitted,

R. E. Jamerson
Secretary-Treasurer.

EXECUTIVE COUNCIL MEETING
DECEMBER 30, 1952

Present: President E. D. Mitchell, Vice-President W. F. Meredith, Secretary-Treasurer R. E. Jamerson, Glen Howard (for T. E. McDonough), F. J. Holter.

The following business was discussed and approved where action was necessary.

1. Location and dates for 1953 meeting, the meetings to be held December 28, 29 at a site to be determined later.
2. The Committee decided to have a representative of the Association attend the hearing of Frank Lloyd if said hearing is open to the public. Further action would be considered after the trial.

Respectfully submitted,

R. E. Jamerson
Secretary-Treasurer.

MINUTES OF BUSINESS MEETING

The Fifty-Sixth Annual Meeting of the College Physical Education Association was held in New York City, N.Y. on December 29, 1952. The meeting was called to order by President Fred J. Holter at 3:45 P.M. in the Hotel New Yorker. Approximately one hundred and seventy members were present.

The President asked the Secretary to read the minutes of the Executive Council. Mr. Williard Ashbrook moved acceptance, second by Mr. Carl Nordly, passed.

The Treasurer's Report was read. Mr. Willard Ashbrook moved acceptance, second by Mr. Carl Nordly, passed.

President Holter called for reports as follows: (Discussion comments appear here, report of chairman appears elsewhere in the Proceedings).

Construction and Equipment. Don Seaton, Chairman, Mr. C. O. Jackson moved acceptance, second by Mr. L. C. Adams, passed.

Curriculum Research. W. R. LaPorte, Chairman. No report.

Employment Status of College Physical Education Personnel. S. C. Staley, Chairman, no report.

Film Project. T. P. Bank, Chairman. Report read by Secretary in Mr. Bank's absence. Mr. H. N. Neilson moved acceptance, second by Mr. S. B. Suddeth, passed.

Foreign Relations. W. F. Mitchell, Chairman. The suggestion was made that Drew Pearson and other columnists be told of the work of CPEA in this area. Mr. J. H. Nichols moved, second by Mr. F. J. Martin, that the report be referred to the Executive Council for their consideration with respect to allocation of money to support the work of the committee, passed. Mr. W. F. Mitchell moved acceptance of report, second by Mr. W. F. Meredith, passed.

Intramural Sports. Mr. W. W. Scheerer, Chairman. Mr. J. R. Bly moved acceptance of report, second by Mr. H. N. Neilson, passed.

Membership. L. H. Lux, Chairman. The chairman moved acceptance of the report, second by Mr. W. F. Meredith, passed.

Necrology. G. L. Rider, Chairman. Report made by Mr. F. J. Martin in absence of chairman. The members present observed a moment of silence in respect to departed members of the association.

Problems of College Physical Education. L. A. Larson, Chairman. A request for an allotment of $50.00 to the committee was made. Mr. L. A. Larson moved acceptance of report and request for financial assistance, second by Mr. W. F. Meredith, passed.

Required Service Program. H. W. Schnell, Chairman. Mr. H. W. Schnell moved acceptance of report, second by Mr. G. W. Howard, passed.

Teacher Education. W. F. Meredith, Chairman. In discussing the report Mr. L. C. Adams moved that all future reports to the association, which request financial assistance, be subject to approval by the Executive Council. Second by Mr. W. F. Meredith, passed. Mr. W. F. Meredith moved adoption of the report, second by Mr. Willard Ashbrook, passed.

Joint Committee on Physical Education and Athletics. T. E. McDonough, Chairman. Mr. T. E. McDonough moved acceptance of report, second Mr. H. W. Schnell, passed.

Representative to the Armed Forces Committee. A. A. Essingler, Chairman. Mr. A. A. Essingler moved acceptance of the report, second Mr. L. M. Jones, passed.

Resolutions. Mr. S. Turner, Chairman. Mr. N. S. Turner moved acceptance of each resolution as read, second by Mr. W. F. Meredith, Mr. F. J. Martin, Mr. S. C. Staley, Mr. H. W. Schnell, Mr. G. W. Howard, Mr. L. H. Lux, passed.

Nominations. J. H. Nichols, Chairman, Mr. Nichols presented the following slate of officers: President, E. D. Mitchell; Vice-President, W. F. Meredith; Secretary-Treasurer, R. E. Jamerson, and moved their acceptance, second by Mr. L. C. Adams. From the floor Mr. W. W. Scheerer nominated Mr. L. C. Olds for the office of Vice-President, Second by Mr. E. B. Smith. Tabulation of ballots gave Mr. Meredith 48 votes and Mr. Olds 23, not the necessary majority.

Mr. Olds then requested that his name be withdrawn, agreed to by Mr. Scheerer and Mr. Smith. The report was then accepted by unanimous vote.

Business 1. Mr. Willard Ashbrook reported on the status of Mr. Frank Lloyd of City College of New York. After discussion of the case and the various issues involved Mr. S. C. Staley moved that the President appoint a committee to investigate the Frank Lloyd case and report to the Executive Council and that the Executive Council should have the power to act on the report of this committee, second by Mr. Willard Ashbrook. After considerable discussion Mr. K. W. Bookwalter moved that the motion be tabled, second by Mr. J. H. Shaw, passed by a 49 to 25 vote. Mr. B. H. Massey then moved that a committee be appointed to consider what the policy of the association should be in cases of this or similar nature, second by Mr. H. Price. Mr. F. J. Martin moved to amend the motion to not appoint a new committee but to have the Executive Council propose such policy to the Association for consideration, second by Mr. J. H. Nichols. The motion, as amended, was passed.

2. Mr. L. H. Jones moved that the Executive Council consider the feasibility of raising the Association dues and report to the Association, second by Mr. W. F. Meredith, passed.

3. Retiring President Holter turned the meeting over to the new President. President Mitchell asked if there was further business. There being none, Mr. S. B. Suddeth moved the meeting adjourn, second by Mr. Williard Ashbrook. The Association gave the outgoing President a rising vote of appreciation for his work before adjourning.

TREASURER'S REPORT

November 1, 1951 to December 1, 1952

Balance: November 1, 1951	Cash	729.78
	Reserve	1500.00
		2229.78

INCOME

Dues and Memberships (LCAdams)	66.00	
Sale of Facilities Book (LCAdams)	40.20	
Sale of Proceedings (LCAdams)	31.40	
Membership fees 22 at 5.00	110.00	
Dues 364 at 3.00	1092.00	
Sale of Proceedings	73.50	
Sale of Facilities Book	125.80	
Interest on Reserve Fund	37.79	
Total Income	1576.69	1576.69
TOTAL INCOME AND RESERVE, December 1, 1952		3806.47

EXPENSES

Postage, Telephone, Telegraph	75.40	
Committee Expenses:		
American Council Education	100.00	
Joint-Committee Physical Education and Athletics	25.00	
ACE Meeting--representative	5.75	
Problems Committee	7.83	
Convention--1950 (LCAdams)	25.83	
Convention--1951	120.38	
News Letter (LCAdams)	20.40	
Stationery, Stencils, Etc.	32.82	
Proceedings--1950 (LCAdams)	21.06	
Proceedings--1951	987.49	
Refund of Dues	2.00	
Bank Charges for Checks	3.10	
Office Supplies	2.00	
Total Expenses	1429.06	1429.06
Total - Cash and Reserve, December 1, 1952		2377.41
Less Reserve		1537.79
Cash Balance, December 1, 1952		839.72

Respectfully Submitted,

R. E. Jamerson
Secretary-Treasurer

COLLEGE PHYSICAL EDUCATION ASSOCIATION CONSTITUTION

Article I Name

Section 1. This organization shall be known as the College Physical Education Association.

Article II Object

Section 1. The object of the Association shall be the advancement of college health, physical education and recreation in institutions of higher learning.

Article III Membership

Section 1. The Association shall consist of members as hereinafter provided.

Article IV Government

Section 1. The government of the Association shall be vested in its Officers and the Executive Council. The Officers shall be the President, Vice-President, and Secretary-Treasurer. These Officers, together with the two immediately preceding Presidents, shall constitute the Executive Council.

Article V Amendments

Section 1. After thirty days' notice in writing by the Secretary-Treasurer to the active members, any proposed addition, alteration, or amendment to the Constitution may be adopted by a two-thirds vote of those present at a regular business meeting of the Association, providing Article V. Section 1, of the By-laws not be violated.

BY-LAWS

Article I Membership and Fees

Section 1. There shall be three classes of members: Active, Associate, and Honorary.

a) Active members are those who are directly engaged in teaching or administering some phase of college health, physical education or recreation. Voting privileges shall be accorded to this class of membership only.

b) Associate membership may be extended to men not directly engaged in teaching or administering college health, physical education or recreation, but who are elected by a two-thirds favorable vote of the members at a regular business meeting. Associate members are nonvoting members.

c) Honorary life membership may be conferred upon Active members or former Active members of the Association by a two-thirds favorable

vote at a regular business meeting. Honorary life membership shall be proposed only by the Membership Committee who shall have prepared for presentation at the annual business meeting suitable resolutions containing essential information on each person whose name is to be presented. Honorary members are nonvoting members.

Section 2. Candidates for Active membership may affiliate with the organization upon written application to the Secretary, containing a signed statement by a member of the Association verifying the candidate's eligibility, and upon payment of the membership fee and dues for the current year.

Section 3. There shall be a membership fee of five ($5.00) dollars.

Section 4. The annual dues shall be three ($3.00) dollars, due and payable on the date of the annual meeting.

Section 5. The membership year of the Association shall begin January 1 and shall end December 31. Persons joining the Association prior to September 1 shall be counted as members for the full current membership year and dues paid shall be so applied. Persons joining on or after September 1 shall be counted as members until December 31 of the year following and dues paid shall be so applied. Persons who become members prior to September 1 shall receive a copy of the Proceedings of the last annual meeting.

Section 6. Members who are delinquent in their annual dues for a period of one year shall be dropped from membership. Members who have been dropped for non-payment of dues may be reinstated upon application to the Secretary-Treasurer and the payment of the current annual dues.

Section 7. Former members who have been reinstated shall have their dues payments applied in the manner prescribed in Article I, Section 5, of the By-Laws.

Section 8. Associate members shall be required to pay the same membership fee and annual dues as the Active members.

Section 9. Honorary members shall not be required to pay the annual dues.

Section 10. Except for the privilege of voting and of holding an elected office, both of which are expressly denied them, Associate and Honorary members shall receive the Proceedings and other materials distributed to the entire membership, and may enjoy such other privileges as shall be found in the Association.

Article II Government

Section 1. It shall be the duty of the Executive Council to manage the affairs of the Association. This shall consist of: (1) fulfilling the directions given to it by the membership in regular meeting or by mail vote; (2) acting for the Association between regular meetings; and (3) maintaining an active program during the entire year.

Secton 2. Officers of the Association shall be elected from the Active membership at the time of the annual business meeting after being proposed by a Nominating Committee consisting of three Active members appointed by the President. The Nominating Committee shall be appointed by October 1 preceding the annual business meeting at which it is to report. Additional nominations may be made from the floor at the annual business meeting. A two-thirds favorable vote shall be necessary for the election of the officers providing Article V, Section 1, of the By-Laws not be violated.

Section 3. The term of office of the President shall be for one year. The President shall not immediately succeed himself in office.

Article III Duties of Officers

Section 1. The President shall preside at all meetings of the Association and Executive Council, and appoint all committees. He shall call meetings of the Association and Executive Council as provided in Article IV, Section 2 and 3, of the By-Laws. The President shall have the responsibility for preparing the program for the annual meeting and for making appropriate arrangements for the place and conduct of the meeting.
Section 2. The Vice-President shall, during the absence of the President, perform all duties of the President.
Section 3. The Secretary-Treasurer shall perform all duties usually incumbent upon these officers, edit and cause to be published the Proceedings of the annual meeting, collect dues, have charge of all monies of the Association, render an account at the annual meeting, and pay bills on the approval of the President.

Article IV Meetings

Section 1. The annual meeting of the Association shall be held at a time and place designated by the Executive Council.
Section 2. There shall be a meeting of the Executive Council whenever the President shall deem it necessary, or upon the written request of two members of the Executive Council.
Section 3. Special meetings of the Association shall be called by the President when requested in writing by three members of the Executive Council (including himself), or by the written request of two percent of the current Active members of the Association stating the specific purpose of the meeting.
Section 4. All matters of business transacted by the Executive Council shall be presented for ratification at the annual business meeting of the Association.
Section 5. Upon the request of one Active member all voting shall be by secret ballot.
Section 6. If, in the judgment of the Executive Council, such action is required, a two-thirds favorable vote by mail shall be necessary for the transaction of business during the year, providing Article V, Section 1, of the By-Laws not be violated.
Section 7. If it becomes necessary to call for a mail vote, the poll shall be taken twenty (20) days from the date upon which the question was mailed to the active members by the Secretary-Treasurer.

Article V Quorum

Section 1. In order to constitute a quorum there must be thirty-five (35) members present at any duly called business meeting of the Association.

Article VI Committee

Section 1. Committees shall be designated as Standing Committees and President's Committees.
Section 2. Standing Committees shall be authorized by official action of the membership at a regular business meeting, or by mail ballot, and shall be appointed by the President. Standing Committees shall be those whose assignments extend beyond the term of office for which the President is elected. Standing Committees shall continue until discharged by official action of the membership at a regular business meeting, or by mail ballot.
Section 3. President's Committees shall be appointed by the President and shall expire with his term of office.
Section 4. Each Standing Committee shall prepare an operating code to be presented to the Executive Council for Approval.
Section 5. All committees shall report at the next annual business meeting of the Association.

Article VII Amendments to By-Laws

Section 1. Amendments or changes may be made in the By-Laws at any time by a two-thirds favorable vote by the members present at a regular business meeting of the Association, provided Article V, Section 1, of the By-Laws not be violated. If the vote is taken by mail it shall be governed by Article IV, Section 6, of the By-Laws.

ROLL OF MEMBERS - 1953

Corrected to March 15, 1953

Numbers in parenthesis indicate the year of election to membership.

Alabama

Baughman, W. J., PH.D., University of Alabama (1948)
Flowers, H. A., M.A., State Teachers College, Florence (1948)
Franklin, Frederick J., M.Ed., Talladega College (1950)
Salls, D. J., M.A., State Teachers College, Jacksonville (1948)
Sharman, J. R., Ph.D., University of Alabama (1930)
Watson, Earl G., BS, Troy State Teachers College (1952)

Arizona

Lavik, Rudolf Halbert, M.A., Arizona State College (1951)

Arkansas

Hendricks, Troy, Ed. D., University of Arkansas (1949)

California

Aloia, Alex D., M.S., University of Southern California (1949)
Davis, E. C., Ph.D., University of Southern California (1931)
DeGroot, Dudley S., Ed.D., New Mexico University (1952)
Fredericks, J. W,. Ed.D., University of Southern California (1934)
Harder, Theodore, M.A., University of California (1949)
Harkness, William W., M.A., San Francisco State College (1949)
Hollingsworth, C. B., M.A., University of California (1948)
Kasch, F. W., M.S., San Diego State College (1948)
Kaywood, Richard, M.A., University of California, Santa Barbara College (1949)
LaPorte, W.R., M.A., University of Southern California (1924)
McCormick, H. J., Ed.D., Sacramento State College (1941)
Miller, B. W., Ph.D., University of California, Los Angeles (1943)
Nixon, John Erskine, Ed.D., Stanford University (1949)
Pape, L. A., Ed.D., Fresno State College (1949)
Snyder, R. A., Ed.D., University of California (1946)
Terry, W. L., M.S., Sandiego State College (1948)
Toomey, I. F., B.S., University of California (1935)
Trieb, Carl Frederick, Ph.D., Occidental College (1949)
Williams, J. F., M.D., Columbia University (1919) Honorary
Young, Carl Haven, University of California (1948)
Ziegenfuss, G., M.A., San Diego State College(1947)

Colorado

Clapp, R. G., M.D., 1200 S. College Ave., Ft. Collins, Colorado, (1906) Honorary
Doubenmier, J. S., M.A., Colorado State College of Education (1949)
Wedemeyer, R., M.A., University of Denver (1946)

Connecticut

Blesh, T. Erwin, Ph.D., Yale University (1951)
Kiphuth, R. J. H., M.P.E., Yale University (1931)
Martin, J. F., A.B., Wesley an University (1924)
McCurdy, H. G., M.A., Wesleyan University (1925)
McDowell, O. W., M.A., New Haven State Teachers College (1947)
Meyers, C. R., Ed.D., Yale University (1948)
Oosting, R., M.Ed., Trinity College (1927)
Van Bibber, E. G., M.P.E., University of Connecticut (1938)

District of Columbia

Barnes, Samuel E., B.S., Howard University (1951)
Burr, J. H., M.Ed., Howard University (1935)
Davis, C. W., M.A., Miner Teachers College (1931)
Farrington, M., M.A., George Washington University (1934)
Hart, Thomas A., M.S., Howard University (1951)
Jackson, Edward L., M.Ed., Howard University (1951)
Johnson, T. F., MA., Howard University (1948)
Phillips, Bernath E., Ph.D., Veterans Administration (1949) Associate Member
Troester, C.A., Jr., Ed.D., American Association for Health, Physical Education, and Recreation (1941) Associate Member
Tyrance, Herman J., M.Ed., Howard University (1951)

Florida

Cherry, H. Spurgeon, B.A., A.M., University of Florida (1951)
Crawford, W. H., Ed.D., University of Florida (1947)
Danford, H. G., Ed.D., Florida State University (1947)
Gelas, J. M., Hamilton College, Retired (1926) Honorary
Johnson, Carl Herbert, M.A., John B. Stetson University (1949)
Miller, Kenneth Dayton, Ph.D., Florida State University (1949)
Price, H., Ph.D., Florida State University (1947)
Salt, E. Benton, Ed.D., University of Florida (1950)
Schnell, Herman W., M.A., University of Florida (1951)
Stanley, D. K., M.Ed., University of Florida (1937)
Staton, Wesley M., Ed.D., University of Florida (1951)

Georgia

Cooper, George F., Jr., M.A., Emory University (1950)
McDonough, T. E., M.A., Emory University (1937)

Miller, John Jerome, M.Ed., Emory University (1951)
Seymour, Emery Wellington, M.Ed., Emory University (1949)
Smith, E. B., M.A., University of Georgia (1947)

Illinois

Bank, Theodore Paul, M.A., The Athletic Institute (1949) Associate Member
Beyer, Erwin F., M.S., University of Chicago (1949)
Boycheff, K., M.A., 6131 S. Kimback, Chicago (1949)
Breen, J. W., Lake Forest College (1947)
Brissman, Leroy C., M.Ed., Augustana College (1950)
DeGreeff, Raymond Lawrence, M.S., Quincy College (1949)
Fenstemacher, William Ross, M.A., George William College (1949)
Florio, A. E., Ed.D., University of Illinois (1948)
Frey, H. J., B.S., University of Illinois (1948)
Fordham, S. L., B.S., University Illinois (1948)
Gedvilas, L. L., B.S., University of Illinois (1948)
Hanson, R. W., M.Ed., West Illinois State Teachers College (1935)
Hein, F. V., Ph.D., American Medical Association (1948) Associate Member
Hill, Eugene Leonard, M.A., Illinois State Normal University (1950)
Jackson, C. O., Ed.D., University of Illinois (1948)
Johnson, R. H., Ed.D., University of Illinois (1948)
Jones, J. O., M.S., University of Illinois (1947)
Kenney, Harold E., M.S., University of Illinois (1950)
Keyser, Dixon B., B.S., University of Illinois (1948)
Kranz, L. G., B.P.E., Northwestern University (1930)
Kristufek, Charles J., B.S., M.S., University of Chicago (1951)
Lundeen, Vincent C., M.Ed., Augustana College (1950)
Masley, John W., M.A., Eastern Illinois State College (1947)
Metcalf, T. N., M.A., University of Chicago (1916)
Miller, L. H., Jr., B.S., University of Illinois (1948)
Reuter, Edward R., B.S., M.S., University of Illinois (1951)
Robinson, Glenn F., M.A., Monmouth College (1949)
Stafford, G. T., Ed.D., University of Illinois (1939)
Staley, S. C., Ph.D., University of Illinois (1926)
Steinhaus, A. H., Ph.D., George Williams College (1930)
Tighe, J. P., B.S., University of Illinois (1948)
Towner, J. H., B.S., University of Illinois (1948)
Verson, Walter George, B.S., University of Illinois

Indiana

Anderson, J. M., Ph.D., Purdue University (1948)
Beane, James, M.S., Directors Degree, St. Joseph College (1951)
Bookwalter, K. W., Ed.D., Indiana University (1938)
Cowell, C. C., Ph.D., Purdue University (1947)
Daugherty, John B., Ph.D., Indiana University (1952)
Eick, W. F., Ed.D., Indiana University (1946)
Erdmann, C. P., M.A., DePauw University (1949)
Fallon, Thomas W., M.A., Notre Dame University (1948)

Fritz, Harry G., M.A., Indiana University (1950)
Gingerich, Roman L., M.A., Goshen College (1950)
Huntsman, J. Owen, M.Ed., Wabash College (1950)
Lewellen, John O., Ed.D., Ball State Teachers College (1951)
Napolitano, D. J., M.A., University of Notre Dame (1948)
Patty, Williard W., Ph.D., Indiana University (1949)
Scannel, J. A., Ed.D., University of Notre Dame (1938)
Struck, Raymond F., M.S., Hanover College (1949)
Wakefield, Markham C., Ed.D., University of Indiana (1948)
Walker, Galvin L., B.S., Butler University (1951)
Williams, Paul Paton, M.A., Taylor University (1940)

Iowa

Beebee, Frederic Scripps, Ph.D., State University of Iowa (1950)
Garbee, Eugene E., B.S., A.M., Ed.D., Drake University (1951)
Heilman, Charles L., M.A., Drake University (1949)
McCloy, C. H., Ph.D., University of Iowa (1929)
Peterson, C. T., M.S., University of Dubuque (1938)
Schramm, Al, M.A., Loras College (1949)
Truesdale, John Cushman, A.M., Grinnell College (1949)

Kansas

Evans, Thomas Marion, B.S., M.S., Kansas State College (1951)
Francis, Lowell Alex, M.A., Fort Hays Kansas State College (1951)
Harper, L. A., M.A., Kansas State Teachers College (1948)
Knorr, Fritz G., M.S., Kansas State College (1948)
Powell, D. F., M.S., University of Kansas (1949)
Tully, R. W., M.A., Bethel College (1949)
Washburn, L. P., M.P.E., Kansas State College (1947)

Kentucky

Heldman, J., Jr., M.A., University of Louisville (1948)
Lawrence, Dave, M.A., University of Louisville (1951)
Reece, Alfred Marion, Jr., M.A., University of Kentucky (1949)
Seaton, D.C., Ed.D., University of Kentucky (1948)

Louisiana

Harper, Donald Sidney, B.S., Southeastern Louisiana College (1950)
Kistler, J. W., Ph.D., Louisiana State University (1945)
Nesom, G. W., M.S., Northwestern State College (1947)
Walden, H. E., M.S., Louisnana College (1948)
Wasson, William N., A.M., Dillard University (1951)

Maine

Loebs, G. F., M.A., Colby College (1934)
Lux, L. H., Ed.D., Bates College (1947)

Meylan, G. L., M.D., Columbia University (1903) Honorary
Morrell, M. E., B.S., Bowdoin College (1945)
Wallace, Stanley Moore, University of Maine (1931)

Maryland

Field, David Albert, Ed.D., University of Maryland (1951)
Fraley, Lester M., Ph.D., University of Maryland (1950)
Johnson, Warren R., University of Maryland (1952)
Massey, Benjamin Henry, M.S., University of Maryland (1950)
Minnegan, Don, Ed.D., Towson Teachers College (1949)
Phillips, Chester W., B.S., U.S. Naval Academy (1951)
Reece, Carl D., M.A., Johns Hopkins University (1952)
Turner, M.S., Jr., B.A., John Hopkins University (1947)

Massachusetts

Afflect, George B., Springfield College (1948) Honorary, Retired
Bullock, J. E., M.A., Williams College (1935)
Butova, H. A., American International College (1948)
Carpenter, P. R., B.A., Worcester Polytechnic Institute (1912) Honorary, Retired
Chaffee, Clarence C., M.A., Williams College (1938)
Clarke, H. H., Ed.D., Springfield College (1932)
Delahanty, R. J., B.P.E., Dartmouth College (1927) Honorary
Dunbar, Henry F., Jr., Ed.D., Amherst College (1949)
Esslinger, A. A., Ph.D., Springfield College (1947)
Hammer, Willard M., M.Ed., Springfield College (1951)
Harmon, J. M., Ed.D., Boston University (1933)
Locke, E. A., M.D., Williams College (1937) Honorary, Retired
Lumley, A. E., M.A., Amherst College (1947)
Marsh, A. W., M.Ed., Amherst College (1921)
Palmer, L. R., M.E., Tufts College (1948)
Parsons, E. S., M.Ed., Northeastern University (1932)
Richardson, Ellsworth E., M.A., Amherst College (1951)
Rostas, S. M., M.Ed., Amherst College (1947)
Shay, C. T., Sr., Ed.D., Springfield College (1949)
Shea, E. J., M.A., Phillips Academy (1947)
Sparks, R. E., M.A., Springfield College (1949)
Werner, A. C., M.S., Springfield College (1948)
Wetmore, Reagh C., M.P.E., Phillips Andover Academy (1951)
Yeager, W. S., B.P.E., Tufts College (1927)

Michigan

Finch, R. W., Central Michigan College (1947)
Gary, M. J., M.A., Western Michigan College (1946)
Humphrey, James A., Ed.D., Michigan State (1952)
Lasch, H. A., M.S., Kalamazoo College (1949)
Leibee, H. C., M.S., University of Michigan (1949)

McCristal, K. J., M.A., Michigan State College (1949)
McCulloch, J. H., M.A., Michigan State Normal (1916)
Mefort, C. J., M.A., Central Michigan College of Education (1949)
Mitchell, E. D., Ph.D., University of Michigan (1930)
Montaye, Henry J., M.S., Michigan State College (1949)
Moore, William M., M.S., University of Michigan (1951)
Olds, L. W., D.Ph., Michigan Normal (1951)
Thompson, Alden W., M.A., Wayne University (1949)
Webster, R. W., Ph.D., Michigan State College (1941)
Young, R. H., B.S., Michigan State College (1923)

Minnesota

Anderson, E. W., M.Ed., Augsburg College (1948)
Bartelma, D. C., Ed.D., University of Minnesota (1948)
Christenson, A. L., M.A., St. Olaf College (1948)
Christenson, I. A., M.Ed., Concordia College (1947)
Keller, L. F., Ph.D., University of Minnesota (1922)
Nordly, C. L., Ph.D., University of Minnesota (1935)
Osell, C. R., M.A., University of Minnesota (1947)
Ostrander, M. E., M.Ed., University of Minnesota (1947)
Piper, Ralph A., Ed.D., University of Minnesota (1938)
Smith, Walter R., B.A., University of Minnesota (1949)
Sokol, Paul, M.Ed., College of St. Thomas (1950)
Wells, W. M., M.Ed., University of Minnesota (1948)

Mississippi

Boydston, Donald, Ed.D., University of Mississippi (1951)
Davis, A. P., Ed.D., Mississippi Southern College (1948)
McMurray, J. G., Ph.D., University of Mississippi (1947)
Milam, Lloyd, Ed.D., Mississippi Southern (1951)

Missouri

Brewer, Chester, B.S., University of Missouri (1921) Honorary
Burrus, H. C., Jr., M.A., Washington University (1948)
Captain, Ralph M., M.S., Clayton Public Schools (1951)
Gullion, B. B., B.S., Washington University (1931)
Hindman, Darwin A., Ph.D., University of Missouri (1938)
Keller, J. Oliver, M.A., University of Missouri (1949)
Matthews, J., Ed.D., University of Missouri (1941)
Stankowski, A. J., M.A., University of Missouri (1941)
Summers, W. H., M.A., University of Washington (1946)

Montana

Cole, David P., M.Ed., Montana State University (1950)
Trophy, Robert F., B.S., St. Labre Indian Mission (1951)

Nebraska

Hamblet, Robert William, M.S., University of Nebraska (1951)
Lepley, Hollie Leroy, M.S., University of Nebraska (1949)
Miller, Charles Edward, M.A., University of Nebraska (1949)

New Hampshire

Evans, H. M., B.P.E., Dartmouth College (1941)
Locke, E. A., M.D., Williams College (1937) Honorary
Nordyke, Ted., M.P.E., Dartmouth College (1952)

New Jersey

Coder, A. C., M.Ed., Montclair State Teachers College (1947)
Conroy, J. J., Ed.D., Princeton University (1949)
DeRosa, Jerry, M.A., Montclair State Teachers College (1950)
DiFilippo, V. J., M.A., Seton Hall College (1939)
Little, George, A. B., Rutgers University (1921) Honorary
Misar, F. J., M.A., Stevens Institute of Technology (1948)
Raycroft, J. E., M.D., Princeton University (1902) Honorary
Reed, James Joseph, M.A., Princeton University (1950)
Rockafeller, Harry J., B.S., Rutgers University (1932)
Volz, Rudolph Jack, B.S., Princeton University (1950)
Williams, Reuben Henry, M.A., Stevens Institute (1951)
Zweidinger, Willard E., M.A., New Jersey State Teachers College (1951)

New Mexico

Delamater, J. B., M.A., New Mexico Technical (1947)
DeGroot, Dudley S., Ed.D., New Mexico University (1952)
Settle, C., Ed.D., New Mexico Highlands University (1934)

New York

Adams, L. C., Ed.D., Columbia University (1937)
Alexander, L. A., M.A., University of Rochester (1931)
Altenburg, W. L., M.A., Adelphi College (1948)
Andreas, L. P., M.S., Syracuse University (1932)
Appleton, O., M.A., United States Military Academy (1947)
Balquist, J. W., M.A., Columbia University (1947)
Bearden, F. W., M.A., Teachers College, Columbia (1952)
Begelman, J. D., Ph.D., Hunter College (1951)
Bright, Edgar A., M.A., Long Island A & T Institute (1952)
Brownell, C. L., Ph.D., Columbia University (1920)
Bruce, Robert M., M.Ed., United States Military Academy (1949)
Burns, Gerald P., M.A., New York University (1947)
Campbell, Bertrand J., Ph.D., Senana College (1952)
Campbell, W., M.Ed., University of Rochester (1927)
Cole, R. J., M.A., Manhattan College (1948)

Cukierski, Alphonse J., M.A., University of Buffalo (1950)
Economos, J. J., M.Ed., Brooklyn College (1948)
Elliott, E. S., M.D., Columbia University (1931) Honorary
Fall, C.R., Ed.D., University of Buffalo (1948)
Febel, F., M.P.E., University of Buffalo (1948)
Frakes, Randall V., M.A., Brooklyn College (1949)
Furey, R., M.A., Columbia University (1946)
Gibbs, Thornton T., B.S., Hobart College (1949)
Gibson, T. R., M.A., New York State College for Teachers (1946)
Greene, F. M., B.S., United States Military Academy (1946)
Hansen, C., D.D.S., The City College of New York (1925)
Havel, Richard Charles, Ed.D., Columbia University (1951)
Howard, G. W., Ph.D., Queens College (1930)
Hutchinson, J. L., Ed.D., Teachers College, Columbia University (1947)
Kirkpatrick, T. B., M.A., Columbia University (1931) Honorary
Krakower, H., Ph.D., The City College of New York (1932)
Kroeten, Herbert J., M.E.D., U. S. Military Academy (1952)
Larson, L. A., Ph.D., New York University (1943)
Lawrence, Karl J., M.A., Colgate University (1952)
Little, G. S., Cornell University (1948)
Lowe, H. E., Ph.D., Columbia University (1934)
Madden, J. E., M.A., Champlain College (1948)
Mann, Arthur Victor, M.Ed., Adelphi College (1951)
McNamee, John Joseph, Jr., M.A., St. Bonaventure College (1949)
Moench, Francis J., Ph.D., Cortland State Teachers College (1950)
Moffett, Donovan C., Ph.D., Cortland State Teachers College (1930 Military Leave)
Nash, Jay B., Ph.D., New York University (1927) Honorary
Oleson, F. A., Ph. D., Brooklyn College (1936)
Prettyman, A. I., B.P.E., Sampson College (1917) Honorary
Rogers, M. H., M.A., Brockport State Teachers College (1945)
Rourke, Roland, M.A., Columbia University (1952)
Scott, H. A., Ph.D., Columbia University (1922)
Shaw, J. H., Ed.D., Syracuse University (1940)
Smith, John A., M.A., Hofstra College (1952)
Snively, A. Barr, M.A., Clarkson (1952)
Spitz, G. B., Jr., Ed.D., Queens College (1947)
Stultz, R. E., Ed.D., Syracuse University (1946)
Thompson, Morton, M.A., Hunter College (1952)
Tierney, R. J., M.A., Queens College (1949)
Triol, T. F., M.A., West Point, U.S.M.A. (1948)
Vandenburgh, William G., M.S., Teachers College, Columbia (1952)
Walke, N. S., Ph.D., Brooklyn College (1938)
Watt, T., Jr., B.S., Long Island Agricultural and Technical Institute (1948)
Weber, M. A., M.A., Hamilton College (1929)
Winograd, S., Ph.D., The City College of New York (1938)
Woll, F. A., Ph.D., The City College of New York (1916) Honorary
Wood, Robin C., M.A., 100 Morningside Drive, New York City (1951)
Young, C. V. P., A.B., Cornell University (1904) Honorary

North Carolina

Allen, E. M., Jr., M.A. University of North Carolina (1947)
Barrow, Harold M., M.A., Wake Forest College (1949)
Bly, James R., M.S., Duke University (1952)
Casey, Leslie R., M.A., North Carolina University (1951)
Cornwell, O. K., Ed.D., University of North Carolina (1931)
Derr, P. H., M.A., North Carolina State College (1946)
Fetzer, R. A., M.A., University of North Carolina (1924) Honorary, Retired
Hopson, Raymond W., Ph.D., North Carolina College (1952)
House, Henry Charles, Jr., M.A., University of North Carolina (1950)
Jamerson, R. E., Ed.D., University of North Carolina (1935)
Long, J. W., M.A., Wake Forest College (1947)
Perry, Gales P., M.A., North Carolina State College (1951) Military Leave
Rabb, W. W., M.A. University of North Carolina (1949)
Sampson, James Thomas, M.S., Pembroke State College (1950)
Shepard, G. E., Ed.D., University of North Carolina (1938)
Siewert, Floyd Theodore, M.A., Western Carolina Teachers College (1950)
Townes, Toss E., Ed.D., North Carolina College (1950)
Weatherford, A. E., Ph.D., The North Carolina College at Durham (1948)

North Dakota

Marti, L. R., M.Ed., University of North Dakota (1947)

Ohio

Altman, G. J., M.Ed., Kent State University (1935)
Ashbrook, W. P., Ph.D., The Ohio State University (1929)
Ballenger, F., M.A., Kent State University (1949)
Bennett, B. L., Ph.D., The Ohio State University (1948)
Bibler, R. E., M.A., Oberlin College (1949)
Butler, L. K., Ph.D., Oberlin College (1930)
Clark, Robert L. A., M.A., Oberlin College (1950)
Chestnutt, Karl G., M.A., Kent State University (1952)
Cooper, Samuel L., M.A., Bowling Green State University (1952)
Cushman, W. P., Ed.D., The Ohio State University (1939)
Daniels, A. S., Ed.D., The Ohio State University (1941)
Finnigan, Edward L., M.A., Baldwin-Wallace College (1951)
Fischer, Julius A., Jr., M.A., Kent State University (1951)
Gauthier, G. E., B.S., Ohio Wesleyan University (1924)
Gordon, James Allen, M.A., Miami University (1951)
Greene, Nuck N., M.E.D., Wilberforce State College (1948)
Gregg, Walter H., M.A., Miami University (1948)
Hess, Lewis A., Ed.D., Ohio State University (1950)
Hoover, W. R., B.S., Kent State University (1947)
Jenkins, Sidney, M.A., Denison University (1949)
Keefe, Robert J., Ed.D., Oberlin College (1952)
Kinsey, Dan Chapin, M.A., Oberlin College (1949)
Kovacic, C. R., M.A., The Ohio State University (1948)

Kretchmar, R. T., Ed.D., Oberlin College (1947)
Landis, Paul E., M.A., State Department, Ohio (1942)
Larkins, R. C., M.A., Ohio State University (1939)
Livingston, W. J., B.S., Denison University (1921)
Mackey, Richard T., M.A., Ohio State University (1949)
Matthews, David Ormsby, M.S., Bowling Green State University (1949)
Mileham, M. C., M.A., University of Cincinnati (1938)
Mooney, B. F., M.Ed., Ohio State University (1951)
Moore, V. M., M.A., Kent State University (1949)
Morrison, W. R., Sc.D., Oberlin College (1918) Honorary
Nessley, Carl Tussing, Ed.M., Ohio University (1950)
Nichols, J. H., M.D., Oberlin College (1916)
Oberteuffer, D., Ph.D., The Ohio State University (1935)
Pasini, H. F., Kenyon College (1921)
Peppe, M., M.A., The Ohio State University (1929)
Pesek, E. J., B.S., Hiram College (1950)
Reed, Dudley B., M.D., University of Chicago (1949) Honorary
Resick, M. C., M.A., Kent State University (1948)
Rhoads, Arthur H., M.A., Ohio University (1951)
Richardson, Edwin Herbert, M.Ed., The Ohio State University (1950)
Rider, G. L., A.B., Miami University (1920)
Savage, C. W., M.A., Oberlin College (1909) Honorary
Schwartz, Reeves R., M.Ed., University of Dayton (1950)
West, Richard C., B.S., Otterbein College (1949)

Oklahoma

Keen, Paul V,, M.S., University of Oklahoma (1950)
Kevin, J. J., M.A., Oklahoma A & M College (1941)
McCoy, Paul O., M.S., Phillips University (1950)

Oregon

Langton, C. V. N., Ed.D., Oregon State College (1939)
Leighton, R. W., Ph.D., University of Oregon (1951)
Raabe, Howard William, M.S., Oregon State College (1949)
Sigerseth, P. O., Ed.D., University of Oregon (1948)
Sparks, Lestle J., M.A., Willamette University (1950)
Sprague, Vernon, M.A., University of Oregon (1952)

Pennsylvania

Bartlett, F. C., Diploma (Harvard), Lehigh University (1940)
Berridge, H. L., Ed.D., University of Pennsylvania (1947)
Bilheimer, C. E., M.E., Gettysburg College (1929)
Bischoff, Eugene C., M.A., Penn State College (1952)
Blum, S. J., M.Ed., Bucknell University (1947)
Conrad, Donald L., M.E.D., Temple University (1952)
Corbin, H. D., Ph.D., State Teachers College (1948)
Dodds, A., M.Ed., State Teachers College (1947)

Doeherty, William, B.S., Haverford College (1947)
Doherty, J. K., Ph.D., University of Pennsylvania (1952)
Ehly, Erle E., B.S., Temple University (1952)
Gardner, R. N., M.Ed., Lincoln University (1948)
Glascott, John A., M.S., University of Pennsylvania (1952)
Gross, Elmer A., M.S., Pennsylvania State College (1950)
Hansen, William C., M.Ed., Allegeny College (1951)
Haynes, Raymond E., M.Ed., Carnegie Institute of Technology (1950)
Hughes, W. L., Ph.D., D.Sc., Temple University (1925)
Jack, H. H., M.A., State Teachers College (1948)
Jenny, John H., M.Ed., Temple University (1950)
Jones, L. M., Ph.D., Pennsylvania State College (1930)
Lawther, John D., M.A., Pennsylvania State College (1951)
Loveless, James C., M.A., Grove City College (1951)
Ludwig, J. E., B.S., Bucknell University (1945)
Luehring, F. W., Ph.D., University of Pennsylvania (1912)
McCoy, Ernest B., M.A., Penn State College (1952)
Mercer, E. L., M.D., Sc.D., University of Pennsylvania (1920)
Meredith, W. F., Ph.D., University of Pennsylvania (1941)
Moses, F. W., B.P.E., Carnegie Institute of Technology (1947)
Oermann, K. C. H., Ph.D., University of Pittsburgh (1946)
Olson, C., B.S., University of Pittsburgh (1946)
Parsons, Lloyd John, B.S., Albright College (1950)
Rivero, M., M.A., Lincoln University (1948)
Schott, C. P., Ph.D., Pennsylvania State College (1929) Honorary, Retired
Scott, Charles R., M.S., University of Pennsylvania (1951)
Snider, Phillip M., M.Ed., Juaniata College (1949)
Stagg, A. A., A.B., Susquehanna University (1900) Honorary
Stagg, A. A., Jr., M.A., Susquehanna University (1941)
Stetson, Willis J., M.A., Swarthmore College (1951)
Stoddart, Charles W., Jr., M.S., Pennsylvania State College (1951)
Thiel, Glenn N., M.E.D., Penn State College (1952)
Tullio, Louis J., M.Ed., Gannon College (1950)
Van Dalen, D. B., Ph.D., University of Pittsburgh (1946)
Wagner, E. Paul, M.S., State Teachers College (1950)
Way, H. P., M.Ed., Allegheny College (1939)
Weigle, Arthur, Ed.D., University of Pittsburgh (1950)
Winters, A. R., M.A., Lafayette College (1926)

Rhode Island

Cieurzo, P. F., Jr., M.A., Rhode Island State University (1939)
Drew, Lawrence Joseph, M.A., Providence College (1950)
Hefferman, John M., M.E.D., Brown University (1952)
Moulton, Westcott E. S., M.A., Brown University (1950)
Swain, L. E., M.A., Brown University (1926) Honorary

South Carolina

Fourier, Arthur E., A.M., University of South Carolina (1951)
Grugan, Joseph D., A.B., University of South Carolina (1949)
Scheerer, W. W., M.A., Wofford College (1948)
Silox, Willard A., B.S., College of Charleston (1950)

South Dakota

Danielsen, Edwin Robert, B.S., Huron College (1950)
Goodell, Harold Burton, B.S., South Dakota Schools of Mines & Technology (1949)

Tennessee

Armstrong, Thomas M., M.S., Tusculum College (1949)
Eblen, Robert H., M.S., Tennessee Tech (1951)
Frey, Calvin Cason, B.S., Tennessee Polytechnic Institute (1949)
Hobt, A. W., M.S., University of Tennessee (1928)
Humphreys, C. C., M.A., Memphis State College (1947)
Hyden, John Palmer, Vanderbilt University (1949)
Johnson, Henderson A., M.A., Fisk University (1950)
Johnson, Kenneth Petrie, M.Ed., Maryville College (1949)
Overall, P. V., M.S., Tennessee Polytechnic Institute (1947)
Patty, E. K., M.A., Middle Tennessee State College (1947)
Plotkicki, B. A., M.S., University of Tennessee (1947)
Sudduth, Solon B., Ph.D., George Peabody College (1951)

Texas

Alderson, Curtis Jackson, Ed.D., University of Texas (1950)
Barr, A. R., M.A., Southern Methodist University (1948)
Brace, D. K., Ph.D., University of Texas (1924)
Brinley, E. D., Ed.D., Texas College of Arts and Industries (1943)
Brown, H. S., Ed.D., Southern Methodist University (1948)
Dowell, W. M., M.A., Texas A & M College (1948)
Hermance, G. L., Rice Institute (1931)
Landiss, C. W., M.Ed., Texas A & M College (1948)
MacKenzie, Marlin E., Ed.D., East Texas State Teachers College (1951)
Mason, J. G., Ed.D., Baylor University (1948)
Messersmith, L. L., Ed.D., Southern Methodist University (1932)
Polk, Otho Moody, M.A., Hardin-Simmons University (1949)
Russell, Lloyd O., M.A., East Texas State Teachers (1949)
Segrest, Herman B., M.S., Texas A & M College (1952)
Tishler, Carl Edward, M.A., A & M College of Texas (1949)
Weston, Arthur, Ed.D., The Rice Institute (1952)
Whitaker, B. M., B.A., University of Texas (1948)
Williams, R. H., Ph.D., University of Texas (1947)

Utah

Hart, C. J., Ed.D., Brigham Young University (1942)
Hunsaker, H. B., M.S., Utah State Agricultural College (1948)

Vermont

Brown, A. M., A.B., Middlebury College (1922)
Post, A. T., University of Vermont (1936)

Virginia

Dyck, P. B., M.A., Virginia Polytechnic Institute (1946)
Heidloff, R. C., M.P.E., University of Virginia (1934)
Lord, N. F., B.S., Washington and Lee University (1949)
Ludwig, L. T., M.Ed., University of Virginia (1929)
Wilson, B. E., M.A., College of William and Mary (1948)

West Virginia

Duncan, Raymond O., Ed.D., West Virginia University (1952)
Fuoss, D. E., M.A., Bethany College (1948)
Harrick, S., M.A., West Virginia University (1935)
Holter, Frederick J., Jr., Ph.D., West Virginia University (1932)
Romney, G. O., M.A., West Virginia University (1948)

Washington

Bohler, J. F., B.S., State College of Washington (1928) Honorary
Galligan, G. E., Ed.D., State College of Washington (1947)
House, H. H., Ph.D., State College of Washington (1932)
Palmer, Chester C., Ed.D., University of Washington (1952)

Wisconsin

Anderson, John E., M.S., University of Wisconsin (1953)
Denney, A. C., M.A., Lawrence College (1935)
Francis, Robert J., Ph.D., University of Wisconsin (1953)
Hope, L. J., M.S., Beloit College (1948)
Mansfield, Arthur M., M.A., University of Wisconsin (1953)
Masley, A. L., B.A., University of Wisconsin (1945)
Rarick, G. Lawrence, Ph.D., University of Wisconsin (1951)
Rippe, Russell, M.S., University of Wisconsin (1953)
Wolfe, Jacob Grove, Ph.D., University of Wisconsin (1950)

Hawaii

Brown, H. E., Ph.D., University of Hawaii (1947)
Chui, Edward Fun, M.A., University of Hawaii (1950)
Gustuson, Donald Irving, B.A., University of Hawaii (1949)

Canada

Blackstock, C. R., B.S., Pickering College (1948)
Conway, Donald R., B.S., University of Western Ontario (1950)
Dewar, W. A. D., M.A., University of Western Ontario (1947)
Fairs, J. R., M.A., University of Western Ontario (1948)
Griffiths, M. G., M.A., University of Toronto (1952)
Kennedy, William Francis, M.A., University of Manitoba (1950)
Lamb, A. S., MD., McGill University (1919) Honorary
L'Heureux, Willard Joseph, University of Western Ontario (1950)
McCutcheon, John E., University of Toronto (1949)
Mitchell, W. F., B.S.A., Ontario Agricultural College (1948)
Obeck, V. F., M.A., McGill University (1947)
Osborne, R. F., B.Ed., University of British Columbia (1948)
Passmore, J. H., B.P.H.E., Ontario College of Education (1948)
Ryan, Howard Richardson, P.P.Ed., McGill University (1950)
Smith, W. Donald, M.A., University of Alberta (1949)
Stevens, W. A., B.S., University of Toronto (1949)
Van Vliet, M. L., M.S., University of Alberta (1948)
White, A. D., B.A., Department of Education, Ontario (1948)
Wright, G. A., B.S.A., Department of Education, Toronto (1949)
Associate Member
Wynne, I., B. A., McMaster University (1949)
Zeigler, Earle F., Ph.D., University of Western Ontario(1950)

Puerto Rico

Furman, D. C., Ed.D., University of Puerto Rico (1948)
Mangual, R. A., B.S., A & M College, Mayaguez, Puerto Rico (1951)
Torregrosa, F. M., M.S., University of Puerto Rico (1948)

Japan

Itoh, Doki, Waseda University (1950)

Phillipines

Bartolome', Candido C., M.P.E., University of Philippines (1950)

The College Physical Education Association

Proceedings of the Thirty-sixth Annual Meeting, December 27-28, 1932. . . . 1.75

Proceedings of the Thirty-ninth Annual Meeting, December 27-28, 1935. . . . 1.75

Proceedings of the Forty-second Annual Meeting, December 28-30, 1938. . . 1.75

Proceedings of the Forty-third Annual Meeting, December 28-29, 1939 . . . . 1.75

Proceedings of the Forty-fourth Annual Meeting, December 30-31, 1940. . . . 1.75

Proceedings of the Forty-fifth Annual Meeting, December 30-31, 1941 . . . . 1.75

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